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ABSTRACT

This document includes the descriptions of the 179 projects that received support from the Fund for the Improvement of Post-Secondary Education in 1975-76. The content represents resources for change, not capital resources, but those noncapital resources essential to improvement--people, institutions, and ideas. The Project Directors named are practitioners working each day to implement real improvements in their settings. And the institutions named are not just the major universities, although some of them are included. The projects represent, in their totality, the broad sweep of practitioners of organizations involved in American postsecondary education today. The ideas, although all may not be regarded as dramatically new, often are woven into new contexts and others evidence untried dimensions. The projects generally fall within certain categories: (1) expanding educational opportunity to populations poorly served; (2) new approaches to aid prospective educational consumers; (3) faculty development and new incentives for effective teaching; (4) improvement of instructional services; (5) leadership development; (6) institutional development and renewal; (7) integration and work and education; (8) development of assessment techniques for evaluation of program quality and individual learning. (Author/KE)

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Resources for Change
A Guide to Projects
1975-76

U.S. Department of Health, Education and Welfare
Education Division

THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Resources for Change
A Guide to Projects
1975-76

U.S. Department of Health, Education and Welfare
Education Division

THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION

David Mathews, *Secretary*
Virginia Y. Trotter, *Assistant Secretary for Education*
Virginia B. Smith, *Director*
Fund for the Improvement of Postsecondary Education

FOREWORD

This volume includes the descriptions of the 179 projects that received support from the Fund in 1975-76. We were somewhat puzzled about what to call this publication. All agreed it was more than a list, and less than a synthesis; more than merely descriptions, but less than analyses. We concluded that the content, in fact, represents "resources for change;" not capital resources, but those non-capital resources essential to improvement--people, institutions, and ideas.

The Project Directors named, by and large, are not the illustrious names that you see in each issue of the *Chronicle of Higher Education* or the *Harvard Education Review*, although their achievements may deserve that attention. They are practitioners working each day to implement real improvements in their settings. And the institutions named are not just the major universities, although some of them are included, nor are they just the selective institutions, although some of them are included. The projects represent, in their totality, the broad sweep of practitioners and organizations involved in American postsecondary education today. The ideas, although all may not be regarded as dramatically "new" often are woven into new contexts and others evidence untried dimensions. Thus, these projects represent a variety of approaches to postsecondary education, and as such, they are intended as entitled, "Resources for Change" for the many uses to which they might be applied by a diverse public audience.

Virginia B. Smith
Director
Fund for the Improvement
  of Postsecondary Education

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Alabama Consortium for the Development of Higher Education (ACDHE)
Center for Open Learning
Demopolis, Alabama

The relative underdevelopment of educational opportunities in certain geographical regions requires improvement at several levels. Twenty percent of the families in rural Alabama earns incomes below the poverty level. Fifty-nine percent of the population over 16, about 1.3 million people, does not have a high school degree. The United States Office of Education and the State of Alabama are beginning to reach this population with a demonstration grant for Adult Basic Education which offers the General Equivalency Degree. But the question remains: How is it possible to meet the postsecondary needs of these new learners and of others who require non-traditional opportunities and approaches for basic and vocational education?

The Alabama Consortium for the Development of Higher Education is uniquely situated to begin to respond to these problems. Its member institutions in central Alabama provide an unusual mix of large and small, public and private, Black and white, sectarian and non-sectarian campuses, along with the State's only women's college. It already has a strong record of institutional cooperation. Under a Fund grant in Fiscal Year '75, the Alabama Consortium began planning a new outreach program of individualized advising, an inventory of learning resources, and an open learning center. Now in the beginning of a new two-year grant, the Consortium's long-term goal is the full establishment of a Center for Open Learning. The Consortium is using task forces to develop its Learning Resources Information System, whose components will include the new advising system, a centralized credit bank, and new administrative linkages with other agencies. Special emphasis is being put on the development of a flexible external degree program, which will allow credit for learning at home or at work. The first 100 students will be drawn from a nine county area, and should be enrolled by January 1976. By the end of the grant, 300-400 students will be enrolled in a permanent and growing program.

Through the multiple components of the project, the Consortium is drawing on other experimental resources within the State. For example, it is using the experience of New College at the University of Alabama in Tuscaloosa in contract degrees, and of Miles College in Eutaw (also a Fund project) in the teaching of basic skills to rural learners. The outcomes of this ambitious project will bear directly on the many problems of extending educational opportunities to underserved populations.

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Alice Lloyd College
Pippa Passes, Kentucky

Many factors such as loss of enrollment and declining gifts from the private sector are threatening the existence of small colleges. In order for them to survive, they must either take advantage of the resources they have or develop new ones. Alice Lloyd College, located in the Appalachian region of eastern Kentucky, proposes to address two questions:

(1) What kind of unique roles can small community and private colleges play in higher education today?

(2) How can such colleges, public and private, establish ties with their surrounding communities in a manner that enhances their overall educational program?

Over the past three years, the College has established a regional resource center which offers local groups an integrated, first-hand exposure to Appalachian culture. The institution would now like to make the program available to people outside of the region who have an interest in the area and its problems, particularly groups that have potential for impacting the central Appalachian region. Such groups include Federal, State, and local government officials; business leaders; college teachers and administrators; journalists; and representatives from small institutions. Four institutes with 30 participants per session are planned over two years. The institutes focus on problems of communication and social interaction that arise from a failure to understand cultural differences in the central Appalachian mountains.

The purpose of the institutes is to bring an already well-developed program to a more diverse and more nationally representative group, thereby increasing opportunities that students interested in the unique mission of Alice Lloyd College will learn about its programs. Through the institutes, policymakers and leaders will also become aware of the resources of the center. A major goal of the project is to demonstrate to other small postsecondary institutions throughout the U.S., a model of community service so that they will also discover and establish their own uniqueness.

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Alpha Phi Alpha Education Foundation, Inc.
Pine Bluff, Arkansas

Professional organizations frequently represent groups of talented individuals and potential resources. Alpha Phi Alpha, a national minority fraternity of professionals from all walks of life, is such a group. The organization became concerned several years ago about applying the talents of its membership to social needs, and decided to form a counseling network to help young minority men and women who may need encouragement and help in returning to school. The fraternity is particularly concerned about high school drop-outs, high school graduates who discontinue their schooling, Vietnam Veterans and others with special needs.

The short-range goal of the program is to motivate the students to seek and demand a quality education. The program provides three types of services--educational, informational, and counseling. The educational services include: tutoring students in various subject matters as needed, e.g., mathematics, English, etc.; excursions to various educational institutions; and development of reading skills. The informational services include: assisting students in applying for college admission; providing supplemental reference sources for subject matter areas; providing students with tests to help measure their progress and diagnose their needs; and providing the counselees with information regarding college financial aid and summer jobs. The counseling services include: assistance in coping with personal problems; advising students regarding their current classes and classes which they should take; maintaining contact with school counselors regarding progress of those counselees in high school; assisting the counselees in identifying with the Black experience; and observing, first hand, Black success images.

It is expected that this program will have the following results: (1) it will motivate minority youth to seek a level of postsecondary education which will develop academic skills; (2) the success of this program should motivate the peers and colleagues of the counselees to become involved in the program and to pursue a postsecondary education in order to increase their competence to compete in the job market; and (3) the program is expected to serve as a model for similar programs by other organizations and educational institutions. The development of new counseling and tutorial techniques should be of interest and importance to these groups.

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Alverno College
Milwaukee, Wisconsin

If a college is committed to liberal education but at the same time is dissatisfied with the assumption that liberal education is encompassed by a study of the classical liberal arts as well as the newer disciplines embraced within liberal learning, how does it find its way out of this dilemma? This was the question facing Alverno in 1969. After a period of experimentation with several programmatic changes, the college addressed itself to an exploration of the role of the disciplines in undergraduate education. This then led to an effort to focus on defining liberal education not only by its content but also by a refinement of the process.

Starting in 1971 the college focused on the definition of learning outcomes and a reorganization of its curriculum around eight broad competences: (1) effective communication skills; (2) analytical capability; (3) workable problem-solving skill; (4) a facility for value judgments and independent decisions; (5) a facility for social interaction; (6) understanding of the relationship of the individual and the environment; (7) awareness and understanding of the contemporary world; (8) knowledge, understanding, and responsiveness to the arts and knowledge and understanding of the humanities. Each competence is set forth in a developmental sequence of six stages and each stage is defined in a manner that facilitates assessment of performance.

The college is now organized into competence divisions as well as discipline divisions. All learning experiences have been analyzed in terms of their relationships to the competences and new experiences have been and continue to be developed. Assessment takes place both in formal courses and in an assessment center.

The college took in its third class of students under the new arrangements in the fall of 1975. After initial bugs were worked out, the counseling and diagnostic processes are working quite well. The curriculum and assessment procedures for the first four levels of the eight competences are in place, and work is under way on the higher levels of competence and a comprehensive assessment procedure that will help integrate the student's experience at Alverno.

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American Association of Community and Junior Colleges (AACJC)
Washington, D.C.

Two bleak facts affect offender life and treatment in the United States. Most stark and regrettable is the fact that the offender's chances for full rehabilitation and constructive social adjustment are vastly diminished if he or she actually lands in prision, yet imprisonment and the threat of imprisonment have continued to serve as society's primary forms of correction. Second, colleges have rarely offered their programs and services to the courts that handle felony cases in ministering to offenders who face sentences, thus providing sound alternatives to incarceration. There is a growing awareness among corrections leaders and the public generally that lack of opportunity in education and training is one of the great obstacles to offender reintegration. An underutilized and overlooked resource has been the comprehensive community college which has a breadth of services and programs at reasonable costs.

The AACJC assumed leadership last year for a project entitled Offender Assistance through Community Colleges. With the advice of a National Advisory Committee three demonstration colleges were selected during the planning phase of the project to test the possibilities of community colleges as significant offender resources. The target population is first-time convicted felons who wish to pursue education as part of their probation program. The referrals come directly from the courts and at each site agreements are made between the courts and the colleges specifying an educational plan for the inmate.

At the end of the summer of 1975 there had been 100 referrals--58 at Florida Junior College at Jacksonville; 32 at Central Piedmont Community College in Charlotte, North Carolina; and 10 at the Community College of Denver. AACJC helps each site form its own unique program and provides technical, editorial and informational services to the colleges. Training sessions for coordinators were sponsored in the spring and summer of 1975. Additionally, AACJC is preparing a directory of colleges and universities currently offering offender programs and a case history report on eight colleges and universities operating innovative offender programs.

The goals of the program are to provide full educational, occupational, and human service assistance to referrals in an effort to break criminal career cycles; to develop collaborative relationships between the colleges and criminal justice agencies in an effort to improve their effectiveness in working with these persons; and to encourage colleges to develop other programs for clients and employees of the justice system. The project is a pioneering effort for both college and community and as such, should draw forth national expertise in corrections treatment to help the colleges develop, refine, and evaluate their work with the offender constituency.

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American Association for Higher Education (NEXUS)
Washington, D. C.

Because resources are scarce, many people are evaluating current programs and instituting improvements. Too often these people work in a vacuum, recreating the experiences of others who have tried similar "improvements" elsewhere, missing upcoming research reports which should influence their work, and repeating mistakes unnecessarily. The result is often that needed programs fail because their staff members take too long to achieve a competence, a knowledge base of what works and what doesn't, what is an important resource to explore and what is not, before the trial period is ended and the experiment discontinued.

NEXUS was created to respond to this problem. NEXUS is a telephone referral service which immediately links individuals who are starting new programs or improving existing ones with resources or persons who have had similar practical experience. Information files of significant projects and people are being built for reference at the NEXUS headquarters. NEXUS staff respond with useful resources for consultation.

Since the inception of NEXUS, it has serviced 2340 inquirers. Questions have ranged from competence-based education, to tenure issues, to serving the disadvantaged students. An evaluation of the project is now under way in order to improve and refine the service and determine means for future self-sufficiency.

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The American College Testing Program
Iowa City, Iowa

The academic and cultural backgrounds of students enrolled in postsecondary institutions have become increasingly diverse over the last decade. Still, teaching practice goes on in traditional ways. Institutions view professors as dispensers of knowledge and students as receptacles for wisdom. Even though most colleges would like to help their students become more successful learners, the lockstep of tradition goes on and attempts to teach in new ways go untried. Only modest attempts have been made to provide remedial or enrichment experiences for students who are ill-equipped to handle the educational programs offered by colleges. The devastating result of this practice is that the purpose of increasing educational opportunities for previously unserved groups is defeated because many students cannot cope with institutional programs, and must drop out of college.

A potential solution to this problem of accommodating individual differences has been developed by Joseph E. Hill and his associates at Oakland Community College in Michigan. Hill has suggested a way to measure how students learn. Using commonly accepted measures of aptitude, achievement, and interest, Hill charts each learner's "cognitive style," and he and his staff have been successful in matching these styles with new ways of teaching.

The American College Testing Program is trying out Hill's procedures in two different institutions (Michigan State University and Macomb County Community College) in order to: (1) verify the techniques and quality of the test instruments; (2) gather additional data on the validity of the procedures; and (3) implement, evaluate, and refine the training procedures in order to determine the transferability of cognitive style learning procedures to new and different institutional settings. The first year focuses primarily on training faculty members at the two cooperating institutions and on the development of materials and procedures for accommodating individual differences in cognitive styles. While the first year activities include implementation and evaluation at both of the two colleges, the second year should provide better data for evaluating the effectiveness of procedures since it involves implementation with new students by faculty members with one year's training and experience behind them.

The major goal is to determine whether "cognitive mapping" offers a better way to help students learn. The project considers such questions as: Will faculty and counselors be able to apply the results of cognitive mapping into new teaching practices? Will the practices that have developed at one institution apply to different types of institutions? The answers to these questions may clarify more effective ways to serve the wide range of learners in postsecondary education.

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American Council on Education (ACE)
Washington, D.C.

It has been estimated that as many as 15 million Americans participate annually in learning activities sponsored by non-educational institutions. Yet, learning that occurs under the sponsorship of non-educational institutions, such as businesses, unions, and government agencies, largely goes unrewarded except by the sponsoring agencies. The ACE, in conjunction with the New York State Board of Regents, is attempting to partially remedy this problem by developing credit recommendations to be sent to colleges and universities for training and educational programs sponsored by such organizations. Teams of subject specialists review non-collegiate courses by visiting the training site, meeting with staff and students, and analyzing the content and procedures utilized in these programs. Reviewers are selected from postsecondary institutions and from non-collegiate organizations. Thus, a team reviewing courses in the banking field might consist of faculty members from 2 and 4 year institutions as well as a banker or a bank training officer.

After two years, ACE and New York will have visited over 100 different sites nationwide and reviewed more than 1500 distinct courses. This year, the first joint publication summarizing the results of these reviews is being sent to all colleges and universities. As a part of its activities this year, ACE is also experimenting with forms of fees for service--to determine whether it is possible on a long-run basis to charge sponsors for some of the costs of conducting site reviews.

This project is highly significant both for the individual and for society. It enables individuals to get proper recognition for learning that had already occurred before entering a college program, thus concurrently making the most efficient and economical use of resources for education and training.

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The American Political Science Association (APSA)
Washington, D.C.

Graduate students in the social sciences are rarely prepared to assume teaching roles. Most graduate programs concentrate on learning research methodologies and conducting research, and many graduate schools are reluctant to commit faculty resources and the graduate student's time toward concerns such as "how students learn." For the few programs that do include this as part of the training, the state of the art is much like a "cottage industry;" efforts are dispersed and faculty are poorly informed about the efforts of their colleagues. Within the APSA, 75 percent of its members are college teachers or graduate students who expect to teach, yet few of them have been trained "how to teach." Based upon a survey which showed that faculty are concerned about the problem, the APSA is developing a program to train advanced graduate students and junior faculty in new learning techniques.

Over three years, the APSA will develop and maintain a training program for college teachers in government, politics and public policy. The focus of the project is the development and refinement of one-week intensive short courses in teaching methods, learning theory and evaluation. Using their network the APSA is inviting applications from 1400 political science departments, and participants are being selected on the basis of their commitment and of their institution's willingness to have them share the new methods that they learn. During the summer of 1976, 120 teachers will learn teaching methods and theory, and on the basis of that experience the courses will be revised and retaught to another group in the following summer. The courses will then become available to other institutions.

Through the project activities, the APSA hopes to create a cadre of teachers who are well trained in both traditional and innovative teaching techniques, and who can share these experiences with their colleagues. Through the program, the Association hopes to establish teacher training as a valued component of professional education in the social sciences. Ultimately, by improving abilities of faculty to use alternative teaching strategies, it is hoped that the overall quality of undergraduate education will be improved.

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American Sociological Association (ASA)
Washington, D.C.

The content and effectiveness of undergraduate offerings in sociology has given cause for serious concern. Increasingly, sociology is perceived as one of the crucial intellectual resources for training in the professions, and it remains an essential component of the general education of all undergraduates. Enrollments in sociology courses and the numbers of sociology majors have risen in the last few years. Yet the undergraduate teaching of sociology seems far removed from the sophistication which is within the capability of the discipline, and lacks the opportunities for experience with research and analysis essential to effective learning.

The ASA is undertaking a project to develop criteria basic to judging quality, sophistication, and disciplinary rigor as a framework for undergraduate programs in sociology; to launch a program for teachers of sociology, particularly in those institutions which are not in the mainstream of sociological scholarship and research; to develop a program of information exchange for faculties concerned with undergraduate teaching of sociology; to establish a pattern of experimentation in the teaching process as part of bringing rigor and significance to the teaching enterprise; to increase the effectiveness by which undergraduate curriculum content can absorb and utilize the most advanced capabilities of the discipline; and to institutionalize through these programs the commitment of the profession to undergraduate education and to those institutions whose primary activity is the teaching of undergraduates.

The overall project is organized into three phases. The first phase represents development of guidelines and models; the second phase involves demonstration and experimentation projects by institutions and individuals involved in undergraduate education in sociology; and the third phase will take place during the final year and will be devoted to the preparation of the appropriate reports, the launching of a program of dissemination, and the development of a permanent resource facility for undergraduate education in sociology.

The project has already had widespread impact. Over 50 proposals for demonstration projects concerned with teaching and undergraduate education in sociology were reviewed by the Administrative Committee of the project, and several of these may receive external support. A major project on training undergraduate sociology teachers is under development as a spinoff of this effort. However, most important, the activities of the task forces have been met with great enthusiasm and the number of volunteers has far exceeded the support resources of the project. New networks of communication are being created to cut across different institutional types. Lively dialogues on the goals of sociology, curricula, and teaching are taking place nationwide and are having measurable impact on the profession.

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Antioch School of Law
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There is growing concern within and outside of the legal profession about the quality and character of legal training. Critics are questioning the adequacy of admissions procedures, the gulf between the content of legal education and the demands of actual practice, and the lack of attention to professional ethics. Simply put, there is growing realization that it is necessary to focus on qualities and competencies in the selection, training and licensing of lawyers other than command of a specialized language.

One response to these concerns has been the creation of a new law school that embodies a totally different concept of legal training. Antioch School of Law is a private institution with a student body of about 375. Its student body might be described as non-traditional; 40 percent are women, one-third are non white, and the median age is over 25. The mix is a result of a radically different approach to admissions that deemphasizes Law School Admissions Test scores and focuses on competencies and attitudes related to effective legal practice.

The curriculum at Antioch emphasizes clinical experiences and the development of applied knowledge and practical skills such as interviewing, counseling, legal research and law office procedures. However, legal theory and legal analysis are not ignored. Instead there is a continuing effort to relate theory and practice through the integration of clinical experience and classroom training. The vehicle for this integration is the identification of essential legal competencies.

Although a tentative conception of the essential competencies was necessary to begin the program, the strategy at Antioch is to use the clinics for identification and operational definition of important competencies and then to use that knowledge to design the more formal aspects of the curriculum and the assessment procedures. Under a one-year grant from the Fund in FY 1974, Antioch worked on the problem of defining measurable performance objectives for some of the most important skills, developing new curricula components leading to their acquisition, and designing valid assessment procedures.

In the coming two years this work will be continued. Performance objectives for interviewing, legal research, fact verification, negotiating, legal ethics, and other critical skills will be refined and the new assessment procedures will be tested in order to make them cost effective. The Clinics and the Professional Boards conducted at Antioch provide ideal settings for testing the assessment procedures. Manuals and materials will be produced for dissemination to other law schools. Antioch's program is the object of considerable interest, and components of the program are likely to find their way into the programs at many other law schools.

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Appalachian State University (ASU) and Winston-Salem State University (WSSU)
Winston-Salem, North Carolina

There are 16 units of the State University system of North Carolina. On paper the University functions as a cooperative venture seeking to address the diverse needs of the State's population. In 1972 The Regents mandated a full-scale integration plan for the system. Two member units within the system, Appalachian State University, a predominently white, rural institution; and Winston-Salem State University, a predominetly Black urban institution, decided to establish formal and informal linkages of students, faculty and programs. Their hope is that by sharing their resources, they can hasten integrating educational opportunities for their students and work together to solve regional problems.

In 1974 both institutions came to the Fund with a proposal to create an Urban Rural Cooperative (URC) with offices in Boone and Winston-Salem, North Carolina. The goals of the cooperative are to facilitate student and faculty exchange, analyze local needs and provide services to address those needs. The U-RC was also created to coordinate professional, business and university resources and put them to work on common problems in the 90 mile territory between the two campuses.

First year activities included the creation of urban internships for ASU students and rural internships for WSSU students. Two dozen students received credit for these field-based experiences. In addition, both institutions revised their regulations concerning the awarding of experiential credit so that more students can participate in the program. Procedures for cross-registration (between the two universities) have been established.

The Urban-Rural Cooperative provides funds for ASU faculty to assist in the development of the WSSU special education curriculum. Students enrolled in either program benefit from the opportunity to study different material on each campus. In addition to these programs, in 1975 the U-RC sponsored a community needs assessment in Winston-Salem. As a result of this assessment, the project offered courses in public health, nursing, and sociology to community people. This year, U-RC plans to involve the faculty from each campus in efforts to develop curriculum specific to the subject of Urban-Rural Relations. The U-RC facilitated cross-cultural exchanges through such activities as a joint Oral History Traditions course; joint art shows; joint Homemaker Club visits and demonstration dancing-Cloggers.

The goals of this project are easily understood but difficult to demonstrate in two years. Some early indicators of success are the numbers of faculty who have inquired about and participated in the Cooperative; the numbers of students who have benefited from increased cross-cultural opportunities; meaningful work experiences; and the spirit of cooperation between the administrations of both campuses. An apparent project result is the facilitation of a dialogue between two historically different educational institutions, and building a foundation for cost-effective educational planning for this area.

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The Aspen Institute for Humanistic Studies
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During the period of rapid growth in higher education enrollments in the 50's and 60's, large State systems of colleges and universities developed on a massive scale for the first time. These systems now educate nearly 25 percent of all enrolled students and take the largest share of State monies for higher education. They also pose new problems and possibilities for higher education; some view the multi-campus bureaucratic structures and statewide governance procedures which accompany large systems with alarm; others feel that multi-campus arrangements offer possibilities for program diversity in order to serve better increasingly heterogeneous groups of students. All agree that the decade of the 70's is a critical time for these systems. Faced with leveling enrollments and increased budgetary and legislative scrutiny, system leaders must confront and resolve major policy issues regarding purposes and future directions.

Dr. Ernest Boyer, Chancellor of the State University of New York directs an effort to aid State systems in re-examining their policies. A series of reports and analyses, focusing on future external and internal forces for change, were developed over the first six months of the project and these reports formed the basis for a working conference involving personnel from 11 of the Nation's largest State college systems. The working conference resulted in a set of background papers, recommendations for future directions for State systems, and transcribed discussions of the practicality of these recommendations. The materials are being shared with a wide audience of State officials and educators. An evaluation is also under way to detemine the impact of the conference on the participants from the State systems.

The conference and the materials developed focus particularly on current and future needs and means to diversify program and campus missions to serve better a wider range of students, including the great numbers of homebound and working adults. Current efforts under way in State systems were examined on a case basis, and where they fell short of predicted demands for services in the future, suggestions and alternatives were discussed.

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Bethel College
North Newton, Kansas

All over the country, small independent liberal arts colleges are facing declining enrollments, mounting bills and an uncertain future. Many students ask:

> "Why should I pay all of that money to go to a small school when I can get a good education at a public institution for a lot less?
>
> What do the small colleges offer in the way of courses and curriculum that compare to the wide range of educational programs that I can select at a large, State University?"

Bethel College, a liberal arts institution in central Kansas with an enrollment of 600 students has been educating young Mennonites for nearly 100 years, and thinks it knows some ways to address the problems faced by small schools. The institution's faculty and administrators feel the program should continue in the future and that their approach can help other institutions faced with the problem of forming distinctive and useful roles.

Bethel is attempting to revitalize and strengthen itself by designing its curriculum and governance around a "unifying" theme based on its historical commitments. Bethel has chosen the theme of peace studies as the focus for its institutional mission. They are trying to make their values and philosophy more explicit to the world at large, as well as to the students and faculty who teach and learn at Bethel.

In 1974-75 the faculty at Bethel worked on redeveloping the curriculum and redesigning courses which emphasize peace studies. A campus-wide committee is in the process of rewriting the governance philosophy of the college and making policy changes to reflect the institution's interest in the study of conflict management and resolution.

The goal of this three-year project is to help Bethel reformulate the unique dimensions of the institution that have always existed, but in a less explicit way. Thus, the institution hopes to make clear to students, the alternatives they select when they choose to attend Bethel. By establishing its uniqueness, Bethel is contributing to the diversity among postsecondary institutions and offers a model to other small colleges that feel they also have unique roles.

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Blue Mountain Community College (BMCC)
Pendleton, Oregon

In the sparsely populated areas of rural Oregon, large distances separate local social service agencies and educational resources. Eastern Oregon is approximately 209 miles from Portland, 254 miles from Salem and 318 miles from Eugene. These distances make it very difficult for the agencies in a small town like Pendleton to afford the costs of employee training. Yet many of these human service agencies have similar training needs. In the past these programs have been duplicative of one another, or unresponsive to employees' needs. As a result, Blue Mountain Community College is diagnosing training needs and coordinating programs across agencies in order to bring the resources of the local institution, its contacts, and the agencies themselves together. A major goal of the project is to initiate for the agencies "cost efficient" and "content effective" programs.

In 1974-75 the Human Services Training Project surveyed and diagnosed the training needs of 24 agencies and provided 15,000 hours of training. An Advisory Board of agency representatives used the survey to identify cross-agency training needs and 2-3 day workshops were conducted on topics such as "Family Therapy," "Women in Comtemporary Society," etc. The project has promoted cross-agency communication and has published a Handbook listing training programs of particular agencies. In addition, BMCC has computerized the results of the assessment survey, and thus is able to track the training of participants in order to encourage employers to recognize the career importance of training.

One of the unintended consequences of the first year activity was the use of the survey results within the State to assess statewide training needs. Another result was the movement of persons between the agencies and institutions--BMCC students enrolled in the Human Services Technician Program engaged in the workshops offered at the agencies, and some of the employees of the agencies participated in courses of the Human Service Program. The project is meeting its goals of providing training to the community, and plans to support only as much training as the community agencies desire.

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Boston University
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Today, Ph.D's are trained in America to be proficient researchers. Some gain experience as teaching assistants during their graduate training. But relatively few have the opportunity to examine the responsibilities of teaching and try out new teaching techniques in postsecondary education institutions. As the number of institutions serving adults and non-traditional students increases, and working people, housewives, and professionals return to colleges and universities, the need for teachers trained in a variety of pedagogical approaches grows.

With a grant from the Fund in 1974, Boston University directed some of its best Ph.D. candidates into its new program to provide training and experience for teaching students in open enrollment institutions. Graduate student trainees complete the program in three phases, each one semester in length. In the first phase the trainee attends a seminar conducted by a senior professor in his field who has particular experience and interest in teaching. The seminar investigates the problems and approaches associated with teaching the particular subject in diverse settings. At the conclusion of the semester each trainee has prepared a specific course, including a teaching strategy. In phase two the trainee teaches the course he has prepared under the overall direction and support of the senior professor. In addition, during the second semester on-going consultation is given the trainee about problems that arise in the class. This service is provided by senior graduate students and experienced teachers from the School of Education. In phase three, the trainee takes his course outside of the University into one of the cooperating community colleges in the area where he teaches the course, again, with the overall supervision of the senior professor and with the support services of the University's School of Education.

In addition to the unique training model being developed, the project is stimulating new interests in interdisciplinary courses and is initiating a dialogue between the academic departments in the social sciences and humanities, and the School of Education. In addition, the project is resulting in the forging of new and productive relationships between the University and the Community Colleges in the Greater Boston area.

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Bowling Green State University (BGSU)
Professional Development Project
Bowling Green, Ohio

There is widespread agreement that one of the most needed reforms in graduate education is more and better attention to the development of postsecondary teachers. Teaching is a skill which can be taught and sharpened, but graduate departments have traditionally resisted taking on this responsibility. Bowling Green State University, with a history of excellence in teacher education, accepted a special mission from the Ohio Board of Regents to develop postsecondary teaching skills. With Fund support, the Professional Development Project of the Graduate School is in its third year of a comprehensive program.

The project initially gave most of its attention to a campus wide program to recruit and prepare graduate assistants (M.A. and Ph.D. candidates) for teaching. The on-going project features career counseling and special recruitment efforts to involve people who are not now fully represented in higher education. To some degree, entry into BGSU graduate programs can take into account non-academic experience, and placement files featuring competencies as well as credentials are developed. Internship experiences are also becoming a part of graduate education under this program. Once on campus, the graduate assistant receives credit for an intensive one week workshop in teaching, which includes learner-centered and behavior modification materials and techniques. Departments have developed their own courses to prepare their students for teaching problems within their disciplines, and interdisciplinary support courses have become available. As the project has developed it has taken on regional dimensions. Substantial evaluation procedures, including the use of Ball State University as a control institution, have been developed. A variety of teaching materials has been produced, including a circulating library of self-teaching modules. The project has used the resources of the Learning Center Development Program at Maxwell Air Force Base.

The results of the project already include a measureable improvement in undergraduate teaching at BGSU itself. Graduate students are better equipped to choose and succeed in their vocations, and the regular faculty is using some of the project work in its faculty development efforts. Through conferences and cooperative arrangements the BGSU Professional Development Project is serving the postsecondary teaching needs of its region.

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Bowling Green State University
Competency-based Undergraduate Education Center
Bowling Green, Ohio

General Education remains a concern of most undergraduate institutions. Yet, the substance of that concern has been diluted by recent trends in postsecondary education, including intensive pressure on students to select careers and specialize early in their undergraduate experience. Comtemporary general education curricula might best be summarized as an olio of usually unrelated courses, among which students may haphazardly choose. The prime motivation for Bowling Green's Fund-related activity is the need to formulate general education's mission more cogently, to conduct research and experimentation on the capabilities general education should cultivate in students, and to incorporate what is learned from such endeavors in a more coherent set of general education alternatives for students at Bowling Green and elsewhere.

Bowling Green's Modular Achievement Program spawned a number of curricular alternatives for general education which, this past year, were institutionalized under the University Division of General Studies. Concurrently Bowling Green established the Competency-based Undergraduate Education Center (CUE), whose major purpose is to sponsor and support research and -- what they are' how they are developmentally sequenced in human maturation; and how they might be translated into a general education curriculum such as Bowling Green's. Thus far, the CUE Center has supported research which emphasized cognitive or conceptual skill development, including critical thinking and problem solving capabilities.

The CUE Center and the University Division jointly administer Bowling Green's Academic Development Resource Center, a major function of which is to provide bibliographic aid to interested parties nationwide. There major annotated bibliographies -- on Competency-based Teacher Education, Cognitive skills, and Value Clarification -- are being mounted on computerized system to serve educators and researchers interested in CBE.

The CUE Center has also initiated an ongoing cooperative relationship involving Bowling Green's Management Center and the Owens-Illinois Corporation. The major feature of this relationship will be a series of research projects aimed at ascertaining what, generically, seems to distinguish "superior" from "average" performers in a wide range of corporate sectors.

This fall (1975) the CUE Center is forming a number of national tast forces to debate and research issues relevant to the development of global skills in general education. One such task force will be composed mainly of behavioral scientists who will survey the present state of undergraduate CBE and specify priorities for further research. These priorities will inform the work of other task forces investigating problems more specific to particular competency constructs (e.g. cognitive skills).

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American society shuns the elderly and views them as "finished and useless," an impression demonstrated on surveys in which young people express negative stereotypes about the aged. As a result, older citizens are frequently isolated and have very little contact with young people. One of the many things traditional age college students and older adults in our society have in common is the tendency of the respective environments to isolate them from interaction across generations. Educational institutions are beginning to see a role in creating ways to bring the older and younger adults together within the educational setting. At a time when many institutions have been overbuilt and buildings are idle, the use of campus facilities to create living-learning centers offers an alternative with both social and practical implications.

The concern of a group of students for the lack of meaningful interaction between older and young adults has evolved into a unique living/learning project at Bucknell University. In the first year of the project, finding a suitable living facility for the two generations turned out to be more difficult than expected. However, the most challenging aspect of the first year's activities was translating the students' concern into an effective strategy for assessing and responding to the genuine needs of the older adults. Overcoming the older adults' apprehension concerning youth, the college campus, and learning is a process that requires considerable sensitivity and patience. This is particularly true in a predominately rural community such as the one surrounding Bucknell University. A variety of social and educational activities were designed to help establish the type of relationships between the older and younger adults which would support a more inter-generational living/learning experience.

This year, in addition to the community/campus activities in which over a hundred older adults are continuing to interact with a similar number of students, a group of approximately 15 older adults and younger students are living and learning together in the same facility. The older students are gradually integrating themselves into the classroom. In addition to exploring the impact of the older adults upon the learning process at Bucknell, the project will examine the effects of the inter-generational experience on the attitudes, health, and other behavioral patterns of the older adults.

The project seeks to explore possibilities for more adequately meeting the intellectual, social, physical, and enviromental needs of older adults in our society, while at the same time improving the quality of the learning process through effective interaction among faculty, younger students, and older adults.

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California State College
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Social theory and sociological research methods have typically been taught to undergraduate students in an abstract manner, in isolation from the various applications that could make the sociological perspective useful and meaningful. Seldom have undergraduates been offered the opportunity to do sociological research and to learn experientially the concepts and skills that are central to the discipline. As a result, sociology courses either have been diffciult to relate to life or have sought relevance at the expense of content. The increased diversity of student populations and the recognition of significant differences in learning styles have made this problem even more acute.

Dominquez Hills, located in south Los Angeles serves an ethnically diverse, older student population that is both career-oriented and has close ties to the local communities. The sociology department has responded to the needs of this population by developing a program that stresses the practice of sociology.

The Student Sociology Research Center (SSRC) offers the student the opportunity to learn and apply research skills and sociological concepts in projects udertaken on behalf of community agencies and organizations. This approach enhances the student's grasp of principles of research design and data collection and analysis and facilitates the development of the cognitive skills essential to creative and effective sociological research. The organization of the SSRC encourages faculty and students to view themselves as a "community of scholars." Students participate in the research activities according to their particular skill level but their participation is not limited to routine tasks and they may serve as directors or designers of projects. Instruction within the SSRC is self-paced and its personalized character is well-suited to the student population served.

A second goal of the program is the development of a new relationship to the local community which emphasizes service. While such a relationship is not in itself an innovation, it has seldom taken a form that permitted undergraduates in the social sciences to learn and receive credit through service.

The grant from the Fund is being used to develop additional self-paced curricular materials for basic and advanced research methods. These modules along with descriptions of the procedures and processes employed by the SSRC will be made available to other institutions that wish to undertake similar efforts. In addition, the Dominguez Hills staff will work closely with the Fund supported project on undergraduate education of the American Sociological Association to conduct an evaluation of the SSRC and to share the results of that evaluation with the membership of the Association.

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The California State University and College System
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As increasing numbers of institutions must cope with a "steady state" of student enrollments, they find it more difficult to develop new programs; and because faculty at many of these institutions are tenured, it is difficult to recruit new faculty members, and obtain the fresh perspectives and ideas which are essential to the maintenance of a vigorous educational climate. On the other hand, faculty members, faced with the tightest job market in memory, are finding it difficult to find jobs, change jobs, or even obtain tenure in their own institutions. Increasingly, faculty careers are being confined to one institution, and these individuals will have to look to that school to provide the enriching experiences they need to grow professionally and personally.

These trends and recent changes in instructional methods, settings, and clientele require that faculty members alter their traditional teaching practices and adopt new relationships with students. Traditional lecture and seminar methods are being supplemented by such techniques as independent study, self-paced instruction, mediated approaches, and community action projects. Interdisciplinary programs and courses which focus on intellectual themes and social problems are increasingly common; these approaches require faculty members to extend beyond their familiar specializations in conventional academic disciplines and to work collaboratively with colleagues in other fields.

The California State University has established the Center for Professional Development as an organizational framework for facilitating teaching improvement and faculty development on member campuses. Using a variety of strategies the Center seeks to implant within participating campuses several distinctive models of faculty development or instructional improvement programs.

Under the coordination of the Project Director and a Policy Board comprised of presidential appointments from each of the 19 campuses in the system, six institutions were competitively selected. Each selected campus has committed two full-time faculty members to the establishment of a program for the improvement of teaching on the particular campus. These local project leaders receive technical assistance from the central office project staff. Beginning its second year of operation the six programs are well established and plans for their evaluation have been discussed. In addition to the improvements anticipated on the individual campuses, the project has initiated a network of communication among faculty concerned about improving teaching throughout the California State University and Colleges System.

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Up until the last few years, State colleges and universities could count on annual budget increases as a result of rising enrollments and adequate State funds. Recently there has been a reversal of these trends, however, and cutbacks now threaten many State higher education efforts. State legislatures and executive agencies have little experience in deciding what budgeting moves to make when cutbacks are necessary, and the schools are uncertain as to how their budget requests will be judged. There is little research or documentation in this area to help these groups with their decisions. The Regents of the University of California hope to remedy this situation by improving State budgeting practices, and by preparing a report listing critiquing the criteria which the different States use in allocating scarce resources to the four year public schools.

The one-year project involves the research conducted by project staff and the review by two carefully selected advisory panels drawn from State and institutional administrators. The Technical Resource Panel, composed of officials from States which have experienced retrenchment, provides information and direction by studying, reviewing and critiquing drafts of the report. The Policy Review Panel, made up of administrators from States which face retrenchment, also reviews and critiques the report. A final draft will be sent to State and institutional budget professionals for comment before the final report is published.

It is a major assumption of the study that the experiences of one State or system will be applicable to the others when enrollment or fiscal trends require internal reallocation of funds. The final report will consist of: 1) narrative descriptions of the budget history in several States which have already experienced cutbacks; 2) a structured inventory of budgetary criteria used in the different States; and 3) a critical overview of these criteria. The report might also include other criteria which appear desirable but are not presently being used. Evaluation will have taken place by the different readers and groups who review the preliminary drafts.

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University of California - "Strawberry Creek College"
Collegiate Seminar Program
Berkeley, California

The rapid growth of large, multi-purpose institutions in the 60's led to some economies of scale which often assumed that all students had similar needs and could be satisfied with standardized course formats. Yet in the 70's some of these programs do not fit the needs of diversified student populations. At Berkeley, the prototype of a large university, the faculty and administration feel that through the institution's excellence in research, and its generally intellectual orientation, it has special resources and thus a special obligation to improve the education of its undergraduates. A program is being developed to give the undergraduate a wider choice of styles of learning than Berkeley now offers. The program addresses itself quite specifically to the plight of students (and faculty) in a large, urban, research-oriented institution, where even the architecture threatens to freeze education in patterns worked out decades ago.

The Collegiate Seminar Program (also known as "Strawberry Creek College") is an experimental, limited-enrollment program that has many aspects of a lower-division college. It offers to freshmen and sophomores on the Berkeley campus a two-year program of intensive study in small interdisciplinary seminars. The program's seminars are offered on changing subjects, mainly in humanities and social science, but including natural science as it affects human and social questions. Subjects for seminars are selected so as to fall within the research interests of faculty members, while having significance for the lives and values of students. As a rule the student participates in a different seminar each quarter. The seminar constitutes a large part (2/3 to full-time) of the student's work for the quarter. Instead of surveying a broad area of knowledge as a preparation for future specialization, each seminar, by focusing on a relatively new and unexplored problem, enables the student to learn the methods of investigation characteristic of different disciplines, and, to the extent reasonable, to conduct his or her own program of significant and innovative research. While most Berkeley students take 18 regular courses (three per quarter) in the first two years, the Collegiate Seminar Program calls for its students to focus their time and attention on six regular courses, in the same period. A major feature of the project is the collaboration between faculty and students in developing the student's program.

Strawberry Creek College is designed to diversify and personalize instruction at a large institution. The program offers a curricula option for students who want to explore a range of human and social concerns before settling upon a major. The project is testing the effectiveness of its approach and offers a model to other large institutions that aim to be responsive to a diversity of student interest.

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The Regents of the University of California
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Like other institutions, Santa Cruz has long been faced with the increasing demand by students for more practical or "relevant" educational experience which applies academic theory to the "real world." The insulated nature of the campus in its idyllic, contemplative setting has reinforced this demand for relevant external contact. In the past the institution attracted mainly upper-class white students seldom exposed to the realities of poverty, cross-cultural interaction, or the basic issues of community development. As minority students have become attracted to Santa Cruz, they found too few factors with which they could identify, heightening their sense of alienation and feeling of guilt that they had deserted their home communities.

In response to these problems, the Cowell Extramural Educational Program started under Herman Blake in 1968 as a way for students to experience the real world. The project brings together the students (minority and white) the community and the institution. The administrators of the program feel they have developed a valuable and useful service model, and want to insure the program during a time when State funding is scarce.

Students in the Extramural Educational Program go into the poor communities and serve as tutors, lab technicians, aides, and day care workers. Prior to the field experience, they must take a preparatory course entitled "Community Action and Social Change," and the relevance of the course to understanding the nature of poverty in America is demonstrated by the fact that each quarter between 30-80 students take it, even though some do not intend to enter the field experience. Students who complete the course may apply for the field experience, and an interviewing committee selects students and matches them with communities on the basis of their interests and skills. Following an orientation, the students live in the community for three months. Upon returning to campus, students are debriefed, they participate in an ongoing evaluation and become part of an "alumni" service to the program.

The objective of the project is to provide undergraduate students the opportunity to live and work in low income communities, under the supervision of local leaders, after academic preparation and careful selection. The project provides a new combination of academic study and experiential learning for the students and contributes to the immediate welfare of the communities served. A long range objective is to provide local communities with motives for taking more responsibility for their lives. Additionally, the acceptance of the service model is a major goal of the project.

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Capital Higher Education Service (CHES)
Hartford, Connecticut

As access to postsecondary education has expanded in recent years to include increasing numbers of adult learners, it also has become increasingly clear that new structures and approaches are needed to effectively serve businesses, workers, and unemployed adults returning to school whose experiences, needs, and goals differ markedly from the more traditional college-age group. One of the Fund's major priorities has been to support such new approaches, where they appear to hold promise for success and general application.

Greater Hartford, Connecticut, is a metropolitan area with a population of approximately 670,000, and includes small towns, suburbs, and an urban center. It is estimated that one-fourth of this population includes adults who may be in need of some form of postsecondary services, largely from the 16 existing public and private institutions located in the area. CHES and its predecessor, the Capital University Center, seek to develop effective "brokerage" services for prospective adult learners in Hartford, to assist them in their quest for relevant education and training programs. A number of programs and approaches have been tested at CHES, including the effective utilization of individual clients to obtain useful changes in policies and procedures at local institutions. Two major forms of counseling and referral services have resulted from this trial period: (1) individual counseling service have emphasized self-assessment and goal setting: and (2) group counseling, particularly for employees within large companies and agencies. In both program areas, career concerns and career training are emphasized equally with educational offerings, to insure that the individual's own needs remain paramount.

As one major effort to provide brokerage services to adults through an independent, non-institutional agency, the evaluation component of this grant, to determine which services are effective and feasible, is a critical aspect of the project.

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Case Western Reserve University
Cleveland, Ohio

The Department of Organizational Development, located within the School of Management of Case Western Reserve, offers a Ph.D. oriented toward research and professional work with groups, organizations, and communities. Problems in the development of competent practioners in this field include: 1) ill-defined standards of competence; 2) inadequate methods for appraising performance; 3) inattention to the skills one needs to intervene in social situations, as distinct from pure knowledge about organizations; 4) the isolation of students from the real situations in which they must perform; and 5) the isolation of effective, practicing professionals in the field from the departments and schools responsible for student training.

To address these problems, the Department of Organizational Development at Case Western Reserve is developing a new curriculum around selected areas of competency in organizational development. The process of curricular redesign involves several steps: stating the competency to be mastered; choosing performance measures for assessing the competency at different levels; analysizing the skills, areas of knowledge, and personal qualities identified as critical to the mastery of the competency; and designing learning experiences, including directed practice in the field, seminars and workshops, and individual study. Each step is being carried out by focal competency teams consisting of two faculty members from the department, one or more graduate students, and one or more practicing professionals.

Four major areas of competency have been identified: organizational development and change, group training and development, research and knowledge in the applied behavioral sciences, and humanities values and professional ethics. Work is under way to develop operational definitions of the components of these competencies and a new assessment process is being developed to monitor student progress, to provide feedback, and to certify competence. This work is being undertaken at both the doctoral and master's level.

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The Center for Human Potential
Elgin, Illinois

For the many years that mental institutions were places that patients received only essential coustodial care, the skills of the mental health workers did not need to be highly sophisticated. But now that there is some social concern about getting patients back into their communities, jobs and satisfying lives, more highly trained therapists are needed. Many mental health workers have fallen into their jobs, and have received no formal training; and though they would like to improve frequently the costs, inaccessibility, and responsibilities facing the worker make further training impossible. Thus, these individuals face truncated, dead-end careers which leads to a high rate of job turnover and a discouraging waste of human resources.

Several years ago, the Elgin State Hospital started addressing this problem by organizing mental health workers into teams so they could learn from one another and spend more time in therapeutic patient care. As a result of this change the morale of the workers markedly increased and the numbers of "chronic incurable patients" who made the adjustments needed to leave the hospital increased. With the assistance of a Fund grant beginning in 1974, Elgin is extending the work it initiated by identifying the job competencies required for mental health roles, thereby developing career ladders for employees. In the first year competencies were analyzed in three job categories. Over 236 competencies were identified for the postition of Mental Health Technician in 12 functional areas ranging from Resident Care to Nursing Care, and 307 tasks were identified across 14 middle level jobs for the Mental Health Specialist.

The second and third year of the project focus on development modules and beginning the self-paced curriculum with students. Northeastern Illinois University has been accrediting courses given at the hospital. The project recognizes the experiences and skills that workers have already acquired and has a central purpose of creating branching routes so that employees can move into related fields of social work, nursing or psychology if they so desire.

Thus, the program has the capacity to improve the quality of patient service and to simultaneously create career and mobility opportunities for workers. The work being done exemplifies the initiative taken by a profession--to upgrade inservice training opportunities for workers within the field. The career ladders being developed should be especially useful and important at a time many human serviecs are integrated into umbrella agencies at the local and State levels.

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Central Coast Counties Development Corporation (CCCDC)
Aptos, California

Although there are many programs in colleges and universities to prepare individuals for entry into the human services areas, most of these programs are not explicit about the competencies and skills a person needs for this field. In the broad field called Community Development or Community Organization, there have been few formal programs which base themselves on the capability and the level of expertise of the community worker. Admittedly, the field itself is hard to define and always in a state of change, but few will deny that there is a need for improved curricular programs, particularly if they center on the pragmatic match between worker capability and community need.

CCCDC is a community-based, non-profit organization which has been working with farm workers and the rural population south of Santa Cruz for several years. They have designed a competency-based curriculum for a test group of students with the hopes of developing a certifiable program in the field of community development. These students are experiencing a diverse program, including recruitment, screening, orientation, apprenticeship, internship, and final evaluation. The learning process itself is a combination of theory and field application. To test its concepts and procedures, CCCDC decided to recruit from a diverse group of applicants and has accepted a small but heterogeneous number of interns.

The students have taken instruction in the theory of community development, and have also been given field opportunities for the acquisition of skills--personal and organizational. Instruction has been given in a wide range of topics and exercises, from report writing to group leadership; from basic research to policy-making. In all cases, the students are expected to master, in a very personal way, the techniques for not only bringing about changes in a rural society, but for understanding the needs and implications of those changes.

CCCDC hopes that as a result of their two-year project, a replicable model, suitable for use in institutions of higher education, will be developed. It is also hoped that clearly delineated procedures for collaboration between such institutions and community groups will be produced, particularly in the area of the development of training programs.

To date, CCCDC has conducted training in about 20 competency areas; has classified over 100 items related to professional roles, actions and behaviors; and has established formal relationships with five higher education institutions, and explored other possibilities with several colleges.

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Central Washington State College
Ellensburg, Washington

The declining job market for teachers, resulting in a drop-off of students entering this field, has forced many teacher training institutions to reexamine their institutional purposes. Central Washington State College is addressing this issue. The Department of Biological Science conducted a self-study several years ago to determine the kinds of programs the community wanted. The survey results showed that program flexibility is most valued, and that constituents want individualized programs that they can easily enter and leave. Although the science department had tried particular and flexible innovative approaches, it had not redesigned the curriculum to offer a variety of traditional and non-traditional approaches. Over a two-year period, the institution plans to develop programs that have a high degree of flexibility, serve the needs of degree and non-degree students, can be taken on or off campus, and use traditional and non-traditional learning methods.

To achieve a more flexible curriculum, the institution is applying a competency-based approach to four fields of biotechnology so that a student can earn a Bachelor of Science and/or professional certification. Courses are being broken down into their objectives and reorganized into single concept modules. Competencies include a variety of learning dimensions such as understanding principles, identifying and solving problems, using processes, and developing valued work attitudes. Across these areas competencies are identified at different levels of complexity -- introductory, intermediate, and advanced -- in order to serve the different purposes of learners. All competencies can be acquired through a program of self-instruction, individual or group instruction, and in a variety of educational settings. Assessment includes written measures and demonstration of skills, or both. The project is being evaluated in terms of its value to students, employers, and the cost-effectiveness of the approach.

During the 1974-75 academic year, competencies were identified and modules developed in two areas -- analytical and environmental biotechnology. Students started taking these programs in the fall of 1975 while work continues to identify competencies in the botanical and zoological fields. In the process of identifying levels of competencies, courses themselves have been redesigned in the environmental curriculum, thus leading to a more integrated program.

The program intends to be responsive to public needs for access to education, diversity of methodologies, flexibility of design, and quality of career training. The project grew out of the desire of the institution to clarify its mission and goals, and the model it presents should help other institutions that are also going through this process.

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The Chicago Urban Corps (CUC)
Chicago, Illinois

Student internships have often been viewed by institutions as "jobs," means of subsidizing the increasing costs of higher education. The educational value of internships has been unclear, a view perpetuated by the practice of fitting a student into any job slot regardless of its relationships to the academic program. Within the Chicago area, the Chicago Urban Corps has discovered many programs that overlap in efforts to locate employers, arrange and monitor the experiences. The faculty time required for these activities becomes duplicative and costly. Yet large amounts of Federal Work-Study monies exist, and are possible to use for off-campus internships in an area that has 65 different institutions, approximately 212,430 students, and a variety of businesses.

The Chicago Urban Corps is developing an intercollegiate mechanism to administer internships and to increase their value by helping institutions arrange seminars that relate to the job and the student's curriculum. The Urban Corps initiated the project with a survey of the extent of field experience activity in the Chicago area. Relationships were initiated with six institutions in 1974, to be expanded to ten more this year to assist with the field placements and seminars. CUC feels that field experience and classroom instruction should not be viewed as interchangeable ways of learning, but rather as complementary experiences, with one reinforcing the other.

The Chicago Urban Corps has found a receptive attitude for internships on the part of faculty. More cumbersome are practical administrative problems: How can credit be given on the college transcript for experience gained through an internship if it does not appear in the college catalog? As a result of activities in year one, the Urban Corps has generated considerable interest on the part of other institutions. The Director has spoken at a number of locations within Chicago, and testified before the House Education Subcommittee at the time that new Work-Study Legislation was being developed. One of the largest challenges in the second year is to increase the viability of field experiences as a valid, and creditable part of the college curriculum.

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City University of New York (CUNY)
Student Senate
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Academic collective bargaining has engendered considerable study, speculation and debate about its implications for postsecondary education in general, but little attention has been focused on its particular consequences for students. Many observers have predicted eventual student involvement of some kind in collective bargaining, but most such predictions tend to be rooted more in an intuitive sense of inevitability, than in a systematic analysis of factors that would influence where and why and how that involvement might ultimately come about.

The University Student Senate of CUNY is conducting a three-phase study directed toward questions of student involvement in collective bargaining. With the assistance of a National Advisory Board work has been under way since 1974-75 to look at: (1) the historical context of student involvement in collective bargaining; (2) why certain events/attitudes developed and the potential impact on certain issues in which students have a particular interest, such as tuition policies and governance systems; and (3) a synthesis and analysis of the other activities including asking some speculative questions. In the second phase of the study a questionnaire is being sent to a sample of institutions to get a variety of views. A project report accordingly will attempt to accomplish several goals: to place the question of students and collective bargaining in an historical/philosophical context; to provide an overview of "what has happened where" -- as both a consequence of, and in response to, collective bargaining; to identify some of the policy implications raised by collective bargaining's impact on students and students' response to it; and to compile a resource directory for persons interested in learning more.

A major goal of the project is to foster dialogue about the impact of academic collective bargaining on postsecondary students, and to encourage further research and development on the question of student involvement in the collective bargaining process. The document produced through the project will concentrate on articulating future research and development needs related to the impact of collective bargaining on postsecondary students. In particular, the final stages of the study will focus, insofar as possible, on identifying the kinds of information and services that both students and other parties will need to interact with each other at the policy-making and implementation levels in the wake of academic collective bargaining.

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Cleveland Commission on Higher Education
Educational Consulting Study
Cleveland, Ohio

Although increasing numbers of students are earning degrees, many graduate with an inadequate mastery of basic learning objectives. The reasons for failure include ineffective teaching. Effective teaching requires a wide repertoire of teaching skills, yet many faculty are inadequately trained. Furthermore, instructional environments do not ordinarily encourage and reward good teaching. Faculty who work seriously or long at instructional improvements are often in a high-risk venture, and discover that efforts to improve teaching are "add-ons" to already full schedules.

The Educational Consulting Study (ECS), funded by the Cleveland Foundation in 1974 and working out of the Cleveland Commission on Higher Education, was established to test the feasibility of creating a permanent non-profit consultation and training service in instructional development for 22 diverse postsecondary institutions in northeast Ohio. ECS believes that new advances in instructional improvements to help faculty improve teaching combined with organizational development strategies for altering institutional environments can offer new possibilities for improving teaching. Building upon work initiated in 1974, ECS is conducting needs assessments with key people in each institution and providing instructional improvement workshops at institutions and regional sites. Consultative assistance to the institutions is provided through a network of individuals with expertise in teaching/learning processes. An important part of the project is to meet with administrators to create environments that reward good teaching.

A major goal of the project is to increase the probabilities that students will achieve mastery level learning by increasing the likelihood that significant numbers of faculty will commit professional energies to that end. The project also hopes to demonstrate that instructional development harnessed to an organizational development process, especially if that process originates in an external agency, can be an effective force for shaping institutional behaviors in support of teaching and learning. ECS will generate data about the validity of the proposition and analyze the cost-effectiveness of the strategy. Following the Fund's grant, the project will be supported through State monies.

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College for Human Services
New York, New York

The ills that plague professional education and practice are many and varied. There is a widespread feeling that the professions have become too narrow and specialized to deal effectively with the comprehensive problems they are expected to solve. Many observers doubt that the schools which prepare professionals for the human services teach what these professionals need to learn, or even that they know what to teach. And often, the most promising candidates are screened out through insistence on credentials irrelevant to future success in working in human service fields.

The College for Human Services in response to this problem has been developing a competency-based model of professional education for the training of a new type of human service worker. The model was designed to meet the specific needs of a particular group of New York City residents when the College felt it had the potential to help professionals in the human services through two years of intensive work. The project also fulfills the specific needs of a wide variety of social service agencies for new kinds of professional personnel.

All students are over 21, and are qualified for professional education by reason of their life experience, talent, maturity, and high motivation. The agencies the college are working with include public elementary, junior, and senior high schools; alternative schools; drug maintenance programs; rehabilitation programs; and social work agencies.

For the past year, the college has had in operation a pilot program to test and develop the model. This year, with support from the Fund, they are refining the assessment process, continuing evaluation of the model, and working with selected institutions (who have requested help) to adapt the model to their specific needs, to test it in use, and to improve it.

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Consortium of the North Country Learning Centers
Lebanon, New Hampshire

The North Country of New Hampshire is an economically depressed area which is mountainous and sparsely populated. Over 14 percent of the total population of 107,453 (spread over 5,500 square miles) is unemployed, and a large number live in poverty. In 1971 Community Action conducted a needs survey in North Country and found that the primary needs are economic development and education. However, many of the people are not close to educational institutions, few can afford them, and even if they could, many psychological barriers deter low-income people from becoming involved in educational programs. In response to this need, three Learning Centers were started in 1972 by Community Action and the Jefferson Center Foundation to focus on the needs of the low-income population.

The Learning Centers presently have 242 students, 12 staff members and offer a total of 38 courses. Two degree programs are available -- a Bachelor of General Studies degree, and an Associate of Arts degree -- and a third program, the Outreach Program, is designed for people who wish to continue their education, but who have no desire for degrees. The Learning Centers develop contracts with students so that students and advisors design individualized programs of study which may include combinations of learning, on-the-job training, internships, etc. Courses at the Centers are developed at Class Planning Days where the community-at-large participates in defininng needs and interests. A coordinator then takes these ideas and finds suitable teachers and facilities. There is a strong community service orientation at the Centers, and ties with various community agencies. Each of the Centers is committed to a learner mix that includes at least 50 percent low-income individuals.

The Learning Centers hope to win full and official endorsement within the State as a legitimate alternative to the on-campus university system and the vocational technical system. Although grass roots organizations such as the Learning Centers have stabilized and gained some recognition, they have not yet gained full "entry" into the State system of higher education and the financial security that recognition brings. At the same time that the project tries to gain permanency, it will evaluate its effectiveness in four areas - cost, learning, social, and economic effectiveness. The cost effectiveness evaluation looks at whether it is possible to deliver good educational programs in rural settings as well as or better than it is now done and for less money. The social and learning evaluations examine the quality of the programs taught, and whether they meet the needs of the learners. The economic impact on the participant's ability to advance in jobs, improve earning power and to become less dependent on public assistance is also considered.

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Cooperating Raleigh Colleges
Raleigh, North Carolina

The Wake County area of North Carolina is educationally served by six institutions that comprise the Cooperating Raleigh Colleges, a State Technical Institute, a theological seminary and a number of proprietary and independent schools. Surveys show that in Wake County, 30 percent of all students drop out of school between the ninth grade and their senior year of high school. In addition to a large number of students who never complete high school, retired persons, women, unemployed adults and others in the area seek some form of postsecondary education, yet there is no central source of information about the programs available to them. Many of these people are reluctant to approach established institutions because of negative experiences with schools in the past, or because their impressions of a college student are quite different than their views of themselves. If they do inquire at a particular agency, they may learn about one program, but may not be informed about other programs that are, perhaps, more relevant to their needs. To overcome the problem of the fragmented nature of information on postsecondary education, and the difficulty people have in approaching formal institutions, the Cooperating Raleigh Colleges and Wake County Libraries are establishing an information and referral center to serve as collector and disseminator of information concerning all postsecondary education in the area.

The Center, physically located in Wake County Library, and 15 branch libraries are responding to telephone and walk-in inquiries during the 76.5 hours of library operation. The Center is collecting, organizing, and compiling information on types, costs and procedures for applying to postsecondary programs in the county. In addition to providing information, a counselor in the downtown location refers people to specific institutions and agencies, as appropriate. An advisory council representing the various educational groups advises the Center, shares information on existing programs and develops new programs.

The immediate goal of the project is to improve the information and services available to the 250,000 citizens of Wake County, and the project will look at the numbers of types of users of the Center's services. By housing the project in the library, a relatively neutral location, it is hoped that more citizens will be reached than if the project were within any particular institution. A longer range purpose of the project is to bring together area institutions to assess the needs of the community, to coordinate activities and to develop new programs as they are needed. Through cooperative planning and the avoidance of duplicative programs, the project hopes to serve better the public and the postsecondary community.

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Dayton-Miami Valley Consortium (DMVC)
Dayton, Ohio

Many adults have full-time jobs, care of small children, and other responsibilities which make it difficult for them to attend classes on the campuses of colleges and universities or other postsecondary institutions. Yet surveys indicate that most adults would like to further their education and training if the content, time, and place of the courses were responsive to their needs and lifestyles.

The Dayton-Miami Valley Consortium (DMVC) was organized in 1967 to share educational ideas and resources among 12 colleges and universities, and affiliated research-oriented industries and agencies in Ohio. Beginning in July 1973, DMVC began a pilot effort with a three-year grant to develop a regional delivery system for adult education utilizing cable television.

Starting in Ohio communities of Wilmington and Xenia, the staff of Project Reach initiated market surveys. Community boards of advisors evaluated the survey information, and helped determine program priorities. Discussions of educational needs and interests were broadcast live over cable television, with Project Reach staff responding to phone inquiries. Local newspapers carried announcements of program schedules, registration materials, and other information. Course segments can be seen at four or five different times during the day. Audiences view not simply a talking face, but a variety of program formats. Each registered student, in addition to viewing the course over cable, attends a community seminar run by an instructor paid by the DMVC. By the end of its third year, Project Reach will be able to sustain itself through the tuition it receives from courses and support from the consortium institutions . The project is demonstrating a cost-effective approach for taking to the Community those courses it wants. Cable television operators in Richmond, Indiana and Henderson, Kentucky, have expressed keen interest in the project, and arrangements are being made for showing Reach Programs in these communities also.

The guiding philosophy of Project Reach is community service. Rather than duplicating current ITV and ETV efforts by simply videotaping existing classroom courses, Project Reach identifies community needs, develops programs responsive to these needs, and delivers courses in formats which maximize community participation. Thus, Project Reach is not a university program aimed at the community, but a community program drawing upon the resources of college and university personnel.

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DePaul University
School for New Learning (SNL)
Chicago, Illinois

DePaul University has always had a large evening program for part-time adult students. DePaul realized several years ago that their B.A. progarm did not serve this group very well. The institution was concerned that earning a B.A. had become a process of piling up couses and credits in order to graduate, even though the course work often had little relationship to skills and knowledge required for future life roles. In order to offer a more meaningful program, DePaul formed in 1973 a new college -- the School for New Learning (SNL). At that time SNL identified five multidiscimlinary areas that seemed to represent the economic, social, and humanistic values of a B.A. degree.

The purpose of the grants from the Fund in 1974 have been to: (1) delineate a competency framework for the five gereric areas; and (2) to find cost-effective ways to assess the competencies a person brings to the program. In addition to offering an educational alternative to adult students, the project is testing the concept of a competency-based liberal arts degree: How can a competence-based assessment approach which requires specificity be flexibly developed and applied to a general liberal program so that the skills and knowledge a person has already acquired are recognized?

A student enters the SNL by taking the Discovery Workshop -- a group counseling experience to articulate educational goals. Students can then begin the SNL program by working toward a B.A. degree and mastering 48 competencies in five program areas; or by completing a certificate and mastering one program area; or by working toward selected competencies as a continuing education student. The five competency areas are: (1) The World of Work; (2) Communications and Interpersonal Relations; (3) The Human Community; (4) Quility of Life; and, (5) Lifelong Learning. Students can present portfolios with evidence of any competencies they feel they already have acquired, and these are reviewed by an Evaluation Committee. The average candidate receives credit for about 50 percent of the competencies-based upon his life experiences. Seven forms of evidence for life experience are recognized: transcripts, scores on national tests, diplomas, certificates, awards, certification of a professional organization or governmental agency, examples of current and past performance, testimony of employers, colleagues, etc, and/or personal testimony of the student himself. After assessing competencies acquired, learning goals and contracts are worked out for the completion of the student's program.

By mid 1975, 675 studnet completed the Discovery Workshop and 228 were in the B.A. program with the goal of enrolling about 100 students each year. To provide greater access to the program, SNL opened a center in the northwest suburbs of Chicago, and the project personnel are looking at cost-benefits of this satellite. Several students have how graduated from the program and information on the demographic patterns, and achievement of SNL students compared to other adult students in the Chicago area been collected.

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District of Columbia Public Schools
Washington, D. C.

Many students within the District of Columbia School System are entering their senior year of high school with almost all of their academic requirements completed. These students go through their senior year at a steadily increasing level of frustration as a result of being timebound to graduation dates to progress to new forms of education. As a result of this trend the D.C. Public Schools in alliance with Howard University and Washington Technical Institute are exploring ways to accelerate a student's educational progress through an early transition from secondary to postsecondary education. The intent of the project is to develop a structural alternative to the traditional pattern, changing from a grade 3 through 12 pattern to a more flexible grade 8 to 16 configuration.

The D. C. Project has organized a planning board to address the issues involved in such a program. One major issue is the feasibility of using public school funds to support a student's first year in a public or private college. Counselors have met with project representatives to address questions regarding student selection, the impact on school budgets, staffing and administrative issues. As a result of planning to be accomplished by the end of the year, a pilot program will be operationalized involving 100 students in 12 high schools and four vocational technical schools.

As a result of this project, an alliance is being formed of educational institutions in Washington, D. C. that will deliver postsecondary education to secondary students who have completed junior year requirements. An unexpected result of the planning year activities has been the early entry this past summer of students into programs offered through the Center for Academic Reinforcement at Howard University.

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East Harlem Block Nurseries Inc./East Harlem Block School
East Harlem, New York

Until recently, parents were not viewed as contributors in the education of their children. They were excluded from the classroom and overlooked as potential resources to teachers who must fulfill the many demands of teaching. For the parents who have now started serving as paraprofessionals in the classroom, and have demonstrated the value of their work, there is no way to recognize their competence or build on the career experience that they have gained. Formal credentials are still required, and for the many adults who have contributed their services as paraprofessionals, investing in an undergraduate program is neither fiscally feasible nor practical in terms of the time required to complete a four year program.

In 1965, the East Harlem Block Schools, a non-profit organization, were started by parents who were unhappy with their children's education in public schools. The Block Schools have two nurseries, an elementary school (grades 1-8), 25 professional teachers, 40 non-degree holders and a number of parent volunteers. In addition to providing better instruction for their children, the Block Schools are concerned about developing practical programs based on how effectively one teaches, rather than how long a person spends in a classroom learning theoretical concepts. Through a special arrangement with Bank Street College of Education, and on the basis of demonstrated competencies, staff members of the Block Schools can earn up to 30 undergraduate education credits plus six more for supervised practice teaching through participation in the Block Schools Training Program. Also, a field-based masters degree program has recently been developed and accepted by Bank Street College.

The project is at an important stage of development in which it needs to assure the continuation of basic goals. Next year, New York State will base certification on the completion of a New York Education Department approved teacher education program together with a degree. Although Bank Street College offers the educational component, it does not have a B.A. program; and conversely, Empire State, which many of the Block School staff attend for the B.A. requirement, does not have an accredited teacher training program. The Block Schools are exploring possibilities through these institutions, Goddard College, and others to form an approved teacher education package that recognizes the practical experience gained through the Block Schools. Another important step for the project is that the East Harlem Block Elementary School has become (as of September, 1975) an alternative mini-school within the public school system. Additionally, the project is operationalizing its new M.A. program and locating a permanent source of funding. The Block Schools believe in the value of good teaching. They have shown that the model of parent participation in community education works, and are now trying to secure recognition for their approach to teacher training.

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East Texas State University
The New Center for Learning
Commerce, Texas

East Texas State University has identified several problems it is currently confronting which are similar to those being faced by many postsecondary institutions: (1) present distribution requirements do little to help students see the connections among the various academic disciplines; (2) most university programs aim students at the current job market while failing to prepare them to live in a rapidly changing culture; and (3) recent attempts to meet the needs of an increasingly diverse student body resulted in a steady proliferation of specialized programs. What is needed is a single unified program flexible enough to meet a variety of student needs.

The New Center for Learning, a three-year experimental effort supported by the Fund, has three broad goals which correspond to these problems: (1) to offer students opportunities to synthesize the knowledge and processes of the disciplines; (2) to encourage and to allow students to assume responsibility for the direction of their educations and their futures; and (3) to become a stimulus and model for continued academic change. New Center students have as a goal the development of a complex of skills of qualities which include thoughtfulness and self-awareness, assertiveness, group literacy, the ability to communicate effectively, problem-solving ability and an informed prespective.

To achieve these goals, the New Center offers: (1) a core of six problem-focused interdisciplinary seminars to replace current distribution requirements; (2) a strong emphasis on both on-and off-campus independent study and experiential learning projects; and (3) individualized degree plans composed by the student and an advisory committee she or he helps to select.

Extensive planning has already occurred and the New Center became opperational in the fall of 1975. In the first year the New Center served 30-40 students and the number of students served over the three-year grant will increase. By the fourth year it is anticipated that 200-250 students will be served and the program will be fully integrated into the University.

The New Center provides an alternative curriculum for students at East Texas, and serves as a model for other institutions interested in moving in a similar direction.

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Educational Change
New Rochelle, New York

One of the most difficult barriers to improving the practice of undergraduate teaching is the isolation of teachers--faculty at one institution are uninformed about the practices of their peers at another location. Even within the same institution, the structures of postsecondary education discourage the flow of information. A professor in one discipline rarely discusses his innovations with a professor from another department. And although many significant and worthwhile innovations sprouted in the sixties, few networks exist to communicate these approaches. The evaluations of teaching programs seldom reach the professional literature, and if they do, the descriptions are frequently dull or complex. Now that some of the students of the sixties are becoming the leaders of the seventies, Change magazine feels that it is a good time to promote the cross fertilization of effective teaching practices between disciplines. Change has a circulation of approximately 28,000 and a readership of 80,000 and is a vehicle that already exists to communicate these practices.

Change is developing and publishing four supplemental issues (estimated length is 64 pages each and 50,000 copies each) over two years to describe effective, improved teaching approaches in several of the major disciplines. Each issue includes cases of effective practice in two or three disciplines and also has a cross-referenced index to encourage readers to consider approaches found in other disciplines. The primary audiences are faculties, academic deans, provosts, and professional disciplinary associations. No fees are being charged for the four issues proposed; based upon the success of this two-year pilot, Change will decide whether to continue these reports twice yearly as regular editions of its magazine, financed by subscriptions.

The project offers the chance to communicate good teaching programs between practitioners and between disciplines and lends a sense of legitimacy to the work being done by people who have often felt they were the only ones concerned about improving teaching practices. Criteria for selecting the projects to be described include measures such as learning effectiveness, cost effectiveness, and chances for replicability. Selections are being made collaboratively by consultants, researchers and experts in particular disciplines. The project evaluation looks at the general impact the magazine is having on college campuses.

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Educational Solutions, Inc./Staten Island Community College
Staten Island, New York

Since the City University of New York adopted its policy of open enrollment in 1970, it has been faced with the challenge of educating large numbers of students who have graduated from high school without the academic skills necessary for survival in college. This project attempts: (1) to demonstrate that the implementation by teachers of techniques and materials designed by Dr. Caleb Gattegno for work on skills in reading, English composition, and basic mathematics significantly improves the chances that students will survive in college; (2) to analyze thoroughly Dr. Gattegno's approach during a six-week summer course with remedial students; and (3) to document the work with the students in a manner that will provide other educators with an opportunity to implement these approaches.

During the summer of 1975, half of the students participating in Staten Island Community College's six-week College Discovery Program attended classes taught by Dr. Gattegno and members of his staff. This group of students is being compared with those students who attended the six-week course taught by the Staten Island Staff, and students who were eligible for the College Discovery program but did not elect to participate. The criteria by which these will be compared, after one year of college will be: (1) cumulative grade scores, (2) attrition rate, and (3) ratio of courses completed to courses attempted.

The sessions taught by Dr. Gattegno and his staff were monitored by an Advisory Committee from Staten Island Community College, who are also participating in the analysis of Dr. Gattegno's methods. Additionally, an independent researcher oversees the evaluation process.

Products of this effort will include the curriculum guides developed by Educational Solutions and refined in accordance with the summer experience, and a report documenting the session and its results. These materials will be disseminated to interested practitioners. The results of this project will also be shared with participants in the Fund-sponsored National Project II. Additionally, further dissemination will occur in the form of a conference or smaller workshops conducted by Educational Solutions as part of the grant.

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Educational Testing Service (ETS)
Cooperative Assessment of Experiential Learning - Phase Two
Princeton, New Jersey

Many postsecondary institutions are enthusiastically endorsing "experiential learning" both for the purposes of attracting more students and as a means of basic reform--to improve the value of the educational experience for students. Yet all of these institutions face two fundamental questions: What is the value of this form of learning and how can it be assessed? Experiential learning goes under many different names--internships, cooperative education, clinical education, etc., and each student's experience tends to be highly individualistic. The ways in which faculty monitor these experiences also vary widely: some do not monitor the students at all, others require the student to develop learning contracts, some ask for students to write their impressions of the experience after it is over, and some require students to demonstrate that they have acquired the desired knowledge and skills.

The efforts of institutions that are concerned about assessing experiential learning generally take two forms: the assessment of prior learning and the assessment of learning derived from work experience and other non-campus activities. There are several serious and pervasive problems that obstruct and threaten these reforms. First, the procedures used in many cases are not outcome-oriented; they do not assess learning but merely participation. Second, many of the more innovative techniques are expensive and difficult to manage. Third, the procedures are highly idiosyncratic; comparability and transferability present difficulties, and it is difficult for one institution to benefit from the experience of others. Fourth, faculty are not trained to use the procedures now available. Finally, the process of installing such procedures in an institution raises complex operational problems for which we need solutions.

In response to these and related problems, the Cooperative Assessment of Experiential Learning (CAEL), a cooperative project with ETS and 10 colleges plus an assembly of 200 institutions, initiated activities in 1974. CAEL has now completed its developmental phase of work which included developing an organizational structure, beginning some experimentation at particular member institutions, and assuring ten publications relating to experiential learning. Now that CAEL is moving into a second and more operational phase, it seeks with the Fund's assistance to help institutions work through the complex problems involved in the process of applying new assessment procedures in operating programs, to focus on cost effectiveness and the development of local criterion standards, to produce a dozen Operational Models that deal with implementation problems as they affect institutions as well as students, and to disseminate those models through forum activities of the CAEL Assembly.

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Educational Testing Service (ETS)
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Adult women returning to college or entering the job market for the first time often have had extensive experience in volunteer and domestic work. It is difficult for them to demonstrate that competencies they have acquired as a result of these experiences are similar to competencies acquired in the academic world. Thus, in many instances women must spend a lot of time learning once again skills or concepts that they may have already acquired. This is both costly and time consuming, two major problems facing women.

The project, now in its second year of funding is developing measures for evaluating the competencies acquired through domestic and volunteer activities in order to facilitate the entry of women into postsecondary education. The project focuses upon constructing a taxonomy of competencies, developing materials to assess selected competencies, and evaluating the effectiveness of the new assessment materials.

In the first year a three dimensional taxonomy of volunteer and domestic skills was developed. The dimensions are: (1) the setting of the activity; (2) the function performed; and (3) whether the activity deals with persons, ideas, or things. A conference on problems in Accrediting the Competencies Acquired by Women from their Domestic and Volunteer Experience was held with representatives of volunteer agencies, and various colleges. These agencies and institutions will continue to serve as an advisory group and as field testing sites for the materials which are being evaluated and refined this year. The materials that are developed will become resources for use by the larger educational and working community to recognize and credit women for the skills they have developed through their voluntary and domestic work.

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El Paso Community College
El Paso, Texas

Increasing the availability of financial aid and entrance to postsecondary education for minorities has raised new questions about how education can be more effective and useful for these groups. A central issue is how to train faculty to teach the new learners. Trained for the most part in traditional institutions using traditional modes of instruction, faculty members are asked to impart knowledge and instill intellectual curiosity in students whose cultural, social and economic backgrounds differ in important respects from those of the students they have previously taught.

El Paso Community College has established a program which applies a systems approach to instructional design, by developing new individualized learning materials for the students. At the same time, faculty are being trained in the methodologies of individualized instruction and are learning about the social and intellectual development of Spanish-speaking minorities. Specific activities include conversational Spanish courses for those faculty members not yet fluent; workshops on the preparation of individualized instructional materials; and community service work in the Spanish-speaking communities of El Paso. Moreover, release time based on proposals submitted by faculty members is granted for the preparation of instructional materials that adapt to the bilingual bicultural mode or that allow students to complete work at their own pace.

Such course materials have been developed in mathematics, auto mechanics, history, drafting, political science, speech, accounting, and management.

In addition to creating a new array of instructional materials uniquely adapted to the needs of the Spanish-speaking, the project is also training a cadre of its instructional personnel in the techniques and methodology of teaching toward clearly defined learning objectives. Finally, the College, in its fourth year, has created a framework in which the purposes of the institution are responsive to the learning needs and desires of the students it serves.

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Experimental and Bilingual Institute, Inc. (EBI)
New York City, New York

Even though there is a profusion of postsecondary institutions in New York City, the Spanish-speaking residents of East Harlem still find it difficult to take advantage of new educational opportunities. Studies of the CUNY Open Admissions Program show that 60 percent of the students drop out of the senior colleges, and many of these are minority students. Analysis of the causes for dropping out reveal that poor language skills are usually at the root of the problem. For the Spanish-speaking of the El Barrio who must master two languages, the problems are especially serious. Few trained professionals reside or work within the area to help organize programs to assist the residents. With the help of a Fund grant the Experimental and Bilingual Institute opened in 1973 with 200 students. The Institute helps adults prepare for their transition into postsecondary education through programs to improve their skills, and by gaining recognition for the work that they accomplish at the Institute.

The curriculum of Experimental and Bilingual Institute is especially geared to the needs of its population. Bilinguality is an expected attainment for its graduates and both Spanish and English instruction are requisites for students. The Institute's college-level courses are accepted for credit at Bronx Community College, Hostos College, City College, and Hunter College. The successful Institute student is assured matriculation and advanced standing at any of the four colleges. All students are required to pass basic courses in mathematics, English and Spanish, and to complete a minimum of 12 college credits with an overall "B" average. In addition, there are courses in arts and music, introductory courses in the natural sciences, and courses focusing on urban life and the Puerto Rican. Since it first opened, the Institute has graduated about 200 students, many of whom have gone on to one of five colleges in New York City.

One of the unique features of this feeder institution, is its community involvement. In order to benefit as many residents of the community as possible, the Institute has developed a 'Community Service Program' to present seminars, workshops, conferences, cultural events and other activities of interest to the community. When EBI saw that there were no GED Centers in East Harlem, it developed a course for about 30 people. Later, it was influential in the creation of five more such Centers in the neighborhood. Overall, the Institute is becoming more and more recognized as a community resource and as a force for positive change in East Harlem.

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Federation of Southern Cooperatives
Clearinghouse for Community-Based Institutions
Epes, Alabama

Community-based free standing institutions have demonstrated their capacity to contribute to the diversity and effectiveness of postsecondary educational options and to increase opportunities for non-traditional learners. However, they face special problems in their efforts to survive and develop as institutions. Because the bulk of their severely limited resources must go into the delivery of services, they have minimal funds for such activities as programmatic development and research. Additionally, since they lack endowments or regularly appropriated financial and technical support, they must constantly seek resources for the continuance of their educational activities.

The clearinghouse, sponsored by Miles College-Eutaw, the Federation of Southern Cooperatives and Central Coast Counties Community Development Corporation, is coordinating an effort to: (1) identify existing community-based free standing institutions and the needs they are meeting; (2) determine the nature and extent of policy, administrative, and educational problems unique to such institutions; and (3) formulate recommendations to address those problems.

During the 15-month grant, an Advisory Board including representatives from the sponsoring institutions is guiding the activities of the Clearinghouse. Task forces are working on the objectives, preparing background papers to be presented to the Board at a mini-conference. Following this conference the papers will be refined and the task forces will meet with consultants to develop recommendations for alleviating the problems identified. The background papers and the recommendations will be presented at a larger conference in the fall of 1976 and will also be published and disseminated throughout the postsecondary education community.

Individual institutions lack the resources to carry out the kind of comprehensive analysis being performed by the Clearinghouse. Thus, by identifying, analyzing and proposing strategies to alleviate the problems of community-based free standing institutions, and by widely circulating the results of their efforts, the Clearinghouse is playing a significant role in assuring the continued survival and effectiveness of these valuable alternative institutions.

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The Federation of Southern Cooperatives (FSC)
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This project deals with a unique system of postsecondary training to assist underemployed, low income, small farmers to raise their incomes. Vocational training and supervised on-the-job instruction is being offered to small farmers in intensive vegetable and livestock production. Training is offered through existing marketing and purchasing cooperatives owned by the low income farmers. This outreach training effort receives back-up technical support from the FSC Training and Research Center. The project has widespread implications to "extension education" in all rural areas of the nation. The lessons of the project will be immediately useful and replicable, throughout the FSC network of over thirty agricultural co-ops and 10,000 small farmers across the rural South.

At each of three cooperative sites, a basic core of 25-40 small farmers have been identified and recruited to participate in the Small Farmer Outreach Program's community education process. A continuous education program is now under development at each cooperative site. This includes a regular co-op or community meeting scheduled at least twice a month. Each fieldworker visits each designated participant farmer in the Program at least twice a month to give more intensive, individual on-the-farm-advice and counseling.

Some other objectives of the Program include the creation of special educational techniques suited to rural personnel; the testing of optimum educational mixes of classes, demonstration field trips, visual aids, etc.; and the overall improvement of the Federation's institutional capacity to provide relevant training and education to small agricultural producers.

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Five Colleges, Incorporated
Amherst, Massachusetts

Left solely to their own resources, all institutions but particularly smaller colleges and universities face major obstacles in attempts to diversify curricula and broaden learning options for their students. Fixed enrollment levels and corresponding faculty positions, as well as increasing costs generally, are all significant constraints; when the high proportion of tenured faculty is added to this list, institutions' prospects for change and renewal appear quite bleak.

Through the mechanism of interinstitutional cooperation, this project is demonstrating one approach which may loosen the grip of these reality-based constraints on institutions. This consortium of one public university and four private colleges is sponsoring a joint faculty appointment program, in which the five institutions pool resources to make new appointments. Priorities are established through a competitive process in which comparable departments of all five institutions must jointly propose a new appointment to a review committee composed of the chief academic officers. Appointments are made for two and three-year contracts, and all resulting courses and activities are open to students from all five institutions. Any institution may, upon completion of an appointment, establish this position on its own rolls if it so desires. Thus far, most appointments have been made in specialized and interdisciplinary areas.

A number of benefits of this strategy seem clear, although an evaluation to determine the indirect impacts on the institutions' programs is an important aspect of this project. Each institution may, for one-fifth the costs of a full-time appointment, obtain the services of a new faculty member whose area of competence does not overlap existing staff. In addition, any and all of the institutions may test the feasibility of a new concentration before making difficult, long-term commitments of faculty positions and funds.

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Flathead Valley Community College
Kalispell, Montana

Flathead Valley Community College (FVCC) serves a college district larger than the State of Connecticut. The Flathead Valley located in a mountainous area in northwestern Montana, contains over 45,000 people grouped in isolated and rather independent communities. Less than 25 percent of the people in the Valley live within commuting distance of the FVCC campus. Yet over 70 percent of the people in the Flathead Valley subscribe to the local, Kalispell cable television station.

In July 1973, FVCC began the initial planning for a project now called Total Community Education (TCE). TCE is a low-cost video-technology project utilizing community and closed circuit television, with cable television being its primary channel for communication.

TCE has successfully developed programs for credit through FVCC in the areas of music, anthropology, and the environmental sciences. TCE has also produced numerous community service programs, involving many FVCC students and faculty as well as residents in the Flathead Valley. Although not for credit, the TCE-produced Adult Basic Education Education series has generated a number of phone calls and visits to FVCC's Adult Basic Education Center for information on opportunities for further study.

One of the important by-products of TCE has been the involvement of many FVCC students who have taken courses in production, and have trained others at FVCC and in the community with TCE's low cost video equipment. TCE staff and students have offered expertise to groups ranging from a media class at Flathead High School to dentists, nurses, and doctors.

By directing specific, locally produced programs at specific groups, and by involving them in the process, TCE achieves quality and responsiveness even with very limited equipment for production. Apart from making a special contribution to the quality of life of its students, it is demonstrating a means of decreasing the unit costs of education. At the Fourth Annual Conference of Public-Cable held in May 1975, TCE received one of three commendation awards for "exceptional contributions to the fostering of public interest of telecommunications in America."

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Florida State University (FSU)
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The Curriculum of Attainments (COA) project is an effort to respond to: (1) the increased diversity of the students served by Florida State University; (2) the concern of students and faculty about the difference between what is learned and requirements of the labor market; (3) the need for improved cost-effectiveness; and (4) the need to legitmate standards of educational quality in a mass system. In response to these needs, FSU is encouraging academic departments to work with the Center for Educational Design in the development of time variable, competency-based degree programs. These programs, known collectively as the COA project, permit students to earn degrees based on attainments certified by faculty juries without regard to the time required to achieve them.

The assumption of the COA project is that there are isolated groups of faculty who are sensitive to student needs and who wish to change. Because of the massiveness of large universities, individual efforts to foster change have little impact. The COA project unites these faculty around a common approach that can be tested, improved, and provides a basis for persuading reluctant colleagues to come along.

The COA approach defines mastery standards for degrees by talking with practitioners and potential employers of graduates. Once defined these standards can be used as the basis for defining new learning experiences outside of the classroom, developing self-paced learning modules, and developing new assessment procedures. The COA project uses faculty in nontraditional ways. As mentors, faculty serve members, assist by tutoring students and by assisting in the personalization of the degree program. Faculty juries which include a practitioner set standards of proficiency and assess student progress. The basic components of the COA are: proficiency standards for degrees, mentors, learning packages, juries, and self-paced attainment.

Three pilot programs were implemented in 1974: biology (B.S.), nursing (B.S.), and urban and regional planning (M.A.). Additional B.A. programs begin in the fall of 1975 in music education, theatre, religion, psychology, and an M.A. in leisure studies. The baccalaureate programs in the COA project deal with the upper division only. While the progress with programs has been uneven, the eight participating departments will have implemented the basic components of the COA by the spring of 1976.

Data is being collected on the cost-effectiveness of the COA approach and the experience of each department is being monitored. New instructional management support systems have been developed to facilitate the attainment based programs.

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Florida State University and the University of Florida
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Faculty at public community colleges frequently find it difficult to pursue the graduate programs and degrees essential to their professional careers. They may not be near a graduate institution and the opportunity costs of leaving a job to pursue a degree program are increasing due to inflation and increased competition for jobs. Sabbaticals are harder to attain because of fiscal constraints. Moreover, when community college faculty do have access to graduate programs, they often find them to be only remotely related to their needs and interests. In particular, there are few programs designed to prepare faculty for roles in academic administration and planning. Yet the internal reform and vitality of community colleges in a steady state era is largely dependent on the development of the capacities and visions of their current staff.

This project was designed to join the resources of two major institutions with the resources of a number of community colleges in order to design and implement a program which trains community college personnel. The faculty involved are supported by staff development funds from their college and part of the program requires them to work as a research and planning team on a problem identified by that college as a priority need.

In the first year four community colleges and a total of 39 faculty were involved. There was a higher demand than expected and an extremely low attrition rate in the second year. In the fall of 1975, four additional community colleges started participating. There are 28 community colleges in Florida and the project experience to date suggests that 14 off-campus centers would be required to serve the needs of their faculty. Questions of the number, cost, location and organization of such centers are being addressed by the project. The project is also looking at the benefits of the program to the colleges as well as the benefits to the individuals served. The practical limitations of off-campus programs and the criteria for granting off-campus doctorates are being studied. A thorough evaluation of the project addressing these and other relevant issues is being prepared.

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Formative Evaluation Research Associates (FERA)
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Although women's colleges graduate leaders, and the institutions themselves have historically stated feminist goals, the direct connection between the college experience and what women do is unclear, which raises some compelling questions:

1. Are women who participate in programs particularly designed to educate contemporary women better able to cope with discrimination than current research would indicate?
2. Do they possess a set of skills which activate leadership potential?
3. Is the general atmosphere of a women's college important to one's future roles, or does it take special women's programs to increase risk-taking and creativity in these later roles?
4. More importantly, do contemporary women's programs matter?

To begin to answer questions FERA is conducting an action-oriented study. Four institutional types are being selected: a small women's college, a large women's college, a two-year women's college, and a non-traditional institution for women's education. Each sample school must primarily serve women; have implemented new programs (one or many for the contemporary woman within the last five years); have a stated purpose to develop women for "maximum participation" in today's world; and have a racially and socio-economically mixed student body. Between January and March 1976, data will be collected from alumnae and students at the institutions to form program descriptions and evaluations. After the data are analyzed, an important feature of the project is to share information with the participating institutions. Feedback sessions will include a variety of techniques, i.e., workshops, seminars and consulting sessions. The results will be synthesized and disseminated to the larger educational community.

Through the project, a clearer understanding of the components and outcomes of each program as viewed by former participants will be made public. This information will be shared with the institutions as means of assisting them in the improvement of their programs. Other institutions will have the opportunity to learn from the results also. The major goal of the study is to determine how these programs have affected the opportunities and lives of women who have gone through them.

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Institute for Educational Leadership (IEL)
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Decisions about education at all levels of government are seldom based upon the best existing information. Policymakers frequently complain that the information they need is scattered, difficult to obtain, and rarely available in a form which can be easily understood. Educators also complain that they are misunderstood, and that policymakers do not ask the right questions, or understand the issues from the perspective of the real world. As questions of financial resources and the relevance of postsecondary programs become critical issues in the late 1970's, it is increasingly important that educators and public policymakers work together, communicate effectively, and share a common base of high quality information.

The Institute for Educational Leadership, with a pilot two-year grant, selects major problem areas in postsecondary education, synthesizes and translates information, and convenes influential groups of educators and public policymakers to consider important issues. Only one or two issue areas are selected each year. For example, to explore the issue of the waste of public dollars in student aid programs, IEL commissioned a synthesis of the vast literature on institutional eligibility, and, using the synthesis as background, held a seminar for Congressional staff. On the issue of the impact of government funding policies and nontraditional programs, IEL helped public officials become more aware of mounting problems created for innovative programs by State funding policies. This was done through a special report, written expressly for policymakers and a national conference attended by State legislators, budget officers, governor's aides, and postsecondary education officials. Reports prepared as a result of three conferences sponsored in the summer of 1975 included "The Politics of State Funding: A Political Primer for Innovators"; "State Funding of Postsecondary Education: Incentives for Improvement"; "Working Conference for State Licensing Officials."

In 1975-76, the IEL will continue its issue development activities in areas of institutional licensing, institutional eligibility, and State funding policies. It will add "lifelong learning and public policy" as its major new focus for the year and conduct seminars and conferences on this topic Follow-up activity to the conference results in further synthesis, feedback to conference participants and reports disseminated to wider audiences.

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Georgetown University
Center for Personalized Instruction
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One of the most promising educational reforms in the last decade has been the movement toward individualized or self-paced instruction. Especially as represented by Postlethwaite's Audio-Tutorial method and Keller's Personalized System of Instruction, this important innovation has attracted many teachers in many kinds of institutions. Individualized instruction usually features a series of units to be mastered by the student at his or her own pace. Mastery of one unit us required before passing on to the next, but the student is neither pressured nor limited by peers. Such approaches have been particularly successful in large introductory courses, but many other applications are being tried. The approach leads to successful performances by nearly all student, not just the best prepared or most able. One of the attractions of the method is its relatively simple technology.

If anything, the growth of interest in individualized instruction may have been too rapid. Semi-informed practice can cause mistakes and misrepresentations. So beginning in 1973, the Fund along with the Carnegie Corporation supported the establishment of the Center for Personalized Instruction at Georgtown University. The basic goal of the Center is to provide leadership in this rapidly expanding field. It is staffed by several of the most prominent practitioners of individualized instruction and has partly replaced the functions of the Education Research Center at MIT, which closed in 1973. Now in the final year of its grant, the Center for Personalized Instruction has given special attention to training and communication on a national scale. It has continued and expanded publication of the PSI Newsletter. A color film has been made and is available. The Center has organized national conferences and a variety of workshops. This year, the first edition of a new journal is being published as well as a series of instructional materials. Perhaps the most basic continuing function of the Center for Personalized Instruction is its role as a clearinghouse for all kinds of information and requests in the field.

The Center for Personalized Instruction will continue to operate on a self-supporting basis, providing services to interested postsecondary institutions. Future projects include model programs for areas like adult education and the humanities, where these methods have so far been less used. From the start the intention of the Center has been to produce a "critical mass" of informed teachers, as a basis for further reforms using individualized instruction. Judging by the visibility of the Center and the interest in the field, this goal is being accomplished.

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Governors State University
Park Forest South, Illinois

Governors State University, an upper division university providing the junior and senior years of B.A. work, is faced with a problem which is of increasing concern to institutions of its type. The problem is how to provide the older student, who has work experience and is career-minded, with a meaningful, liberal education. Governors State is dedicated to the provision of career education and is organized around interdisciplinary rather than the traditional departments. However, Governors State does not wish to ignore the importance of liberal education for personal and career development. In fact, they feel that their students can benefit from the liberating value of a liberal education, even more than typical undergraduates.

The content of the liberal education program being planned by Governors State is striving to develop competencies in the following domains: (1) the nature and organization of knowledge including conceptual and methodological frameworks of major disciplines; (2) values sets and their integration with knowledge and action; (3) alternative modes of knowing, interpreting and communicating experiences; (4) socio-cultural processes that influence people's behavior; (5) technology, especially in relation to information storage, retrieval and application.

Governors State has decided that the liberal arts component, like all other instructional components at the university, should follow the competency-based education approach. The competencies will be derived from various taxonomies and statements of liberal skills. As they are determined, competencies are validated by the opinions of faculty, administration and students at Governors State, consultants who specialize in liberal education and prospective employers and certifying agents.

Testing and certifying students for specific competencies requires formulation of new measuring instruments, including criterion referenced tests, observational checklists, and simulations. Students who develop specified competencies at other institutions or on their own, can verify their achievements through these procedures.

The project is working with a variety of agencies and networks to develop the evaluative and assessment procedures, including the University's Office of Research and Evaluation Wing, and the evaluation team of the Change of Liberal Education.

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Greenville Technical College
Greenville, South Carolina

As Greenville Technical College has become the first technical institution in South Carolina to become a community college, it has experienced a period of accelerated growth. Between the fall of 1974 and 1975, enrollments jumped by 50 percent; 20 new faculty joined the staff and five new curriculum programs were initiated in 1974. Not only are there more students, but an open admissions policy has resulted in a more diverse student body. The challenge to the institution is to improve the quality of instruction at the same time that it diversifies the curriculum and responds to the community it serves. Many faculty are faced with changes, and many new faculty are joining the staff.

To meet these demands, Greenville TEC has formed an Educational Development Team (E.D.T.) composed of a Project Director, Specialists in Research, Evaluation, Instructional Design, Curriculum Development, and Media Design. The E.D.T. is assisting faculty by: conducting instructional research, providing inservice training to improve instructional skills, assisting in the statement of performanced-based objectives from course curricula, validating objectives, measurement and evaluation of performance, designing multiple learning activities, designing and developing instructional media, and systemitizing instruction to permit self-paced and individualized instruction. The team also serves as a catalyst to inform faculty of methodologies. Course content is examined to consider the relevance to four-year BA programs that some students transfer into.

At the end of the two-year project, the institution will have translated the curriculum into performance-based objectives and the faculty will have learned of new ways of both assessing learning and instructing. By bringing innovative practices to the institution, the project personnel hopes to legitimate the usefulness of research to practice. The model developed at Greenville will become a model to other technical institutions that are also becoming comprehensive learning centers in other locations in South Carolina.

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Henderson State College
Arkadelphia, Arkansas

A State liberal arts institution conducted a study on student attrition and discovered that it was losing half of its freshman class each year and two-thirds of its students between the freshman and junior years. These trends appeared at a time when the institution held a stable entry rate and when the junior to senior ratios exceeded 100 percent, suggesting that degrees were being earned primarily by transfer students. The major reason for losing so many of the freshmen and sophomore students appeared to be career indecision. Since Henderson State College wants to serve all of its undergraduate population, the administration decided to increase career offerings by forming joint degree programs in conjunction with area vocational technical schools so that students at all institutions can combine a liberal arts and career education. This arrangement enables Henderson to continue its liberal arts tradition and still respond to the needs of students to attain employable skills.

The Joint Degree Program leads to an Associates Degree in Career Studies upon completion of 30 hours in liberal arts courses and 30 hours in vocational training in a variety of vocational programs available through the technical schools. Students can complete the degree simultaneously since both parts of the program are offered at each institution; students can commute between the institutions; or they can complete the programs sequentially. In 1974 approximately 50 students entered the program, and in the fall of 1975 about 100 more started the program. Several new area vocational-technical schools are becoming part of the network in 1975, and by 1977 the program expects to be self-supporting.

One of the unexpected results of the project has been that more vocational students entered the program in 1974 than Henderson students. The faculties of both institutions have realized the differences of teaching at a different institution. Henderson faculty have been learning how to adapt some of the liberal arts curriculum to the special vocational programs of the students, and the vocational faculties have requested the assistance of Henderson faculty with the development and teaching of remediation programs. A major impact of the program upon practice at Henderson State has been a new procedure established so that all students now receive career counseling, and all freshmen take a course entitled Career Development. The program is attracting interest at the State level and may lead to the location of an Employment Security Division on the campus at Henderson which would further enhance the goals of the project to prepare students better for careers.

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University of Houston
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As the competency-based approach to teacher education is implemented in various States, educational systems must adapt to their changed role resulting from new legislation and State requirements. One of the most dramatic changes is the shift in the focus of the training of teachers. Whereas teacher training once took place primarily in college classrooms and the practicum was only a small component, there has been a shift to a clinical and field-based approach. As a result, the public school supervisory teacher has become even more important to the effectiveness of teacher training programs.

However, few teachers working in the schools have been trained to serve as clinical supervisors. Moreover, they are often unfamiliar with the competency-based approach and with the strategies being demonstrated by student teachers. Further, they are expected to evaluate performance but may have little or no preparation for this role.

The Texas State Board of Education recognized this problem and in 1972 instituted teacher centers as sites to provide preservice and inservice training. Every teacher preparation program in the State must be affiliated with a teacher center. However, the teacher centers are not well coordinated and their effectiveness is in part a function of the capabilities of public school personnel to perform the supervisory functions described above.

The project addresses both of these problems. A competency-based training program and recognition process for school-based teacher educators is being developed, and coordination and cooperative interaction among the teacher centers is part of the process and the product of the project. Project staff are developing a set of competency specifications for school-based teacher educators to be tested against the personnel of teacher centers. Once refined, these competency statements will be the basis for designing clinical training program pilot materials assessment systems that will be field-tested in several centers. A unique feature of this project is the interaction between teacher educators and an expert panel composed of clinical educators drawn from other professions such as medicine, nursing, law, business and psychology.

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Humboldt State University
Arcata, California

American Indians frequently have limited exposure to a diverse range of career choices. Within various fields of Natural Resources, the national shortage of Native Americans is particularly acute. The problem stems from poor technical preparation in high schools, few peer models within these professions, and a lack of emphasis on recruiting Indian students in the practices of colleges. Humboldt State University, one of the few colleges offering a Natural Resources Program, has created a program designed to attract and educate American Indians.

As it is presently organized, the Natural Resource Curriculum combines career education and work experience, separated in time but related in content. The program requires participants to complete a minimum of one academic quarter, exclusive of summer work-experience, in full-time employment with a consortium agency. On-the-job training projects are developed jointly by the institutional advisor and field supervisor. Examples of work-related projects include: the development of resource inventories of soils, vegetation, and fauna; measurements of timber and estimates of volumes available for sales, determination of the location of roads and predictions of maintenance, etc.

Recruitment reaches a broad audience of American Indians, and through the project, the students relate to Indian reservations. In some cases, students exchange ideas on the resource problems facing reservations.

The project has involved about 20 students to date and the number is expected to increase each semester. As a result of the project, several new courses have been added to the existing Natural Resources curriculum, and will eventually become available to other students. Curriculum specialists are visiting the campus to help design more flexible courses. Also professionals in the field of Natural Resources - private as well as governmental representatives - are informed of the potential availability of Indians for jobs, and of the promise of the new methods for preparing persons for careers in Natural Resources.

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University of Illinois
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The demands upon adults require an educational approach which interrelates career and job goals, education, and family responsibilities. It is critical that such a response accomplishes the following for the adult learner: (1) facilitates access to a wide range of postsecondary learning opportunities; (2) assists the individual first entering a post-secondary program or returning to one in identifying job and career needs and objectives and in relating them to educational decisions; and (3) facilitates the recognition of an individual's mastery of skills and acquisition of knowledge, however accomplished, through the assembly of acceptable assessment instruments and procedures.

To address this need, the University of Illinois is developing a model of a comprehensive, computer-based, career education counseling service for adults. The career information offered is descriptive as well as locally relevant: the educational information describes traditional as well as options such as credit for work or life experience. The model being developed allows a person to ask help from the system from either the educational or career side. The comprehensive model includes the provision for personal counseling where needed as well.

The model will be ready for dissemination in the winter of 1976, and a conference for review of the approach is planned for that time.

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Indiana University Foundation
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Among lawyers and legal educators, there is a lack of agreement about effective teaching methodologies (other than the case method) that should be used with students to develop legal skills. Educators are also confused about the criteria that should be used to assess skills required for competent and ethical performance in the law profession. The lack of communication among law schools further inhibits the sharing of good teaching practices. If legal education and lawyer certification is to be improved, efforts must be made to develop effective teaching methods and criteria for assessment.

To address these concerns Indiana University School of Law-Indianapolis is developing a program that focuses on teaching and assessing a single set of legal skills. those meeded in a client-counseling situation. As a first step in seciding on client counseling skills to be taught through the computer system, the project staff is studying the Professional Boards Program at Antioch Law School as well as competencies identified by other professional groups. The program uses the PLATO computer-assisted instruction system ans requires that students interact with the computer in simulated client-counseling situations. The computer records and evaluates student responses in order to assess levels of performance. It is hoped that through this process the student will be able to form concerte legal skills that currently law scholls do not theach in an intigrated way. If the counseling program is successful, new programs involving arbitration and mediation will be developed.

The PLATO program may also affect the communication problems between law schools by making it possible to pass along information and ideas quickly and easily to any institution hooked up to the terminal. The current program uses consoles at Indianapolis and Antioch law schools which are linked to the PLATO classroom at the University of Illinois College of Law, opening the paths of communication between those institutions. If the results are promising it is anticipated that other law schools will become part of the interschool system.

The client counseling program will be evaluated by comparing the time spent in working with the computer program to reach a certain performance level with the time spent by similarly qualified students who have used other techniques to develop similar skills. A cost/benefit hypothesis can then be generated. It is hoped that the PLATO system will provide a more adequate and cost-effective approach for teaching vital legal skills.

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Jackson State University and Mississippi State University
Jackson, Mississippi

The quality, efficiency, and effectiveness of public service is an acute problem in the State of Mississippi, as elsewhere in the Nation. Employment in State and local government more than doubled between 1955 and 1972, and by 1985 an increase of 5.1 million more jobs is predicted. In part, the problem in Mississippi results from the absence of a program of graduate education in public policy and administration. By introducing students to public agencies through internships, and by offering them sound professional training, two of the State's leading institutions hope to reduce these traditional barriers to their student's participation in public affairs. The alliance of Jackson State, a traditionally Black and urban-based institution, and Mississippi State, a traditionally white and land-grant university, presents an arrangement for the delivery of postsecondary educational services that may well serve as a model to other institutions at a time when resource usage in higher education is being called into greater accountability.

The Departments of Political Science at Jackson State and Mississippi State Universities propose to offer jointly a Master of Public Policy and Administration (MPPA) degree program. The program is designed to attract persons presently employed in public service who need to enhance their competency, as well as students who wish to prepare for careers in government. The curriculum for the MPPA has been developed. Jackson State University is instructing in areas of urban and judicial administration and public management. Mississippi State is teaching State and county administration, environmental administration and public management. Beginning in the fall of 1975, faculty from each institution are teaching on the campus of the other and students can enroll in courses at the other institution. Part of the program is for students to experience internships in various city, county, State and Federal agencies.

The purpose of the grant is to operationalize the project at a critical point in its development so that the institutions are able to continue on their own. Long range goals include: (1) demonstrating a model of institutional resource sharing as a means for developing new programs; (2) attracting minorities and women into public service; (3) increasing the number, and upgrading the competencies of public administrators; (4) demonstrating to public officials the benefits of professionally trained staff.

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Jamestown Community College
Jamestown, New York

Community colleges have been called upon to perform a variety of services. Yet their organizational and governance structures are typically patterned after those of more specialized institutions. In attempting to fulfill a comprehensive mission within the traditional bureaucratic structures, all that has happened in many community colleges has been a broadened rather than a newly defined role. The specialized functions appropriate to departmental and committee structures are not well suited to the more responsive, ad-hoc nature of community college activities. Another problem for community colleges in effectively fulfilling a comprehensive role is the great burden placed upon the faculty. The community college professor (and there are approximately 150,000 of them) typically teaches five courses per semester, does no research, enjoys few opportunities to organize his thoughts through writing and publication, and handles large numbers of able and not so able students. In order to form an organizational structure that grows out of the purposes of the institution and offers faculty opportunities to develop new abilities, Jamestown Community College is reorganizing the institution in a way that complements its comprehensive role.

Jamestown is reorganizing itself so that it has the traditional bureaucratic structure plus an "adhocracy" of short-term task groups that respond to community needs. Faculty are being identified and trained to serve as brokers, operating out of the school's Office of Continuing Education, and interfacing between the community and college. The faculty brokers bring together the expertise of full time faculty and an ancillary staff of professionals to service the southern and northern portions of Jamestown County plus an adjoining rural county. The project will measure the impacts of the reorganization on institutional processess, the college climate and the staff.

The project is attempting to reorganize a community college in a way that is suitable to its comprehensive mission. One objective is to establish the relationships between the more traditional bureaucracy and the new form, the adhocracy. Another set of objectives concerns new faculty roles -- how to enrich work by combining "brokering" with traditional roles. The work team approach tests the concept of extending institutional capacities by involving community, so that more resources are available than could be provided by the institution alone.

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University of Kentucky Research Foundation for
Jefferson Community College
Louisville, Kentucky

Jefferson Community College, an urban "opendoor" institution, is addressing a problem widespread throughout postsecondary education: many of its students enter unprepared to master college-level courses in the sciences and mathematics, often because of a lack of basic cognitive skills. As a result, high proportions of students fail or withdraw from biology, math and chemistry classes. Over the next three years, Jefferson Community College will implement and operate a Natural Science Learning Center. In the Center, the cognitive skills of the students are assessed and an appropriate program of remediation and development is planned for each student. In this setting, students are able to progress through the mastery of basic skills to departmentally required levels of competence in biology, math, and chemistry. The objectives of the Center are (1) to identify potential difficulties before they arise; (2) to diagnose the level of difficulty; and (3) to provide remediation, bringing the student up to the level required for success in the coursework he or she is undertaking.

Developmental work on the project includes designing a diagnostic test to assess students' cognitive skills in biology. Based on this effort, four levels of remediation have been identified around which programs of study are being developed. The first year of the grant is devoted to the design and implementation of the Natural Science Learning Center and the programs in chemistry, math, and biology. During the second year, the Center will supplement and in some instances supplant approximately 10 specially designed classes in these subject areas. Student skills are assessed in the Center and instruction is provided on an individualized basis using auto/tutorial materials, according to the student's needs and level of preparedness. In the third year of the grant the Center will be opened for students, in addition to those enrolled in the Center classes, who wish to supplement their studies using self-paced instruction.

The short term goal of the Center is to improve the frequency of a student's success in natural science courses. More importantly, however, students will gain an understanding of a means by which information is assimilated and conclusions drawn; a mode of thought which is valuable to other course work and life situations. Since the problem of dealing with students unprepared for postsecondary education is prevalent, the programs of multi-level remediation developed for the Center will be easily replicable elsewhere and will be available upon request. Thus, the potential significance of this project for other institutions is great.

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Kirkwood Community College
Cedar Rapids, Iowa

Community colleges are becoming increasingly aware of the need for closer partnerships with industry in the development of career education programs. Students are demanding career relevant programs, and many attend community colleges because they feel the programs offered at these institutions are practical and job-oriented. A more direct involvement of business in the formulation of career programs at junior colleges could greatly increase the utility of the skills taught and provide students with direct access to business settings.

Kirkwood Community College has looked at their career programs and identified several problem areas. They discovered that Kirkwood graduates are dissatisfied with their human relations and problem solving skills, as were their employers. Problems such as these caused the staff at Kirkwood to realize that students had limited opportunities for job experiences, and that the business and industrial community was being underutilized in the design and evaluation of occupational programs. Additionally, Kirkwood is concerned about the lock-step nature of their programs which do not take into account students' different skills which are particularly important in an open door college with such a diversified student body. Kirkwood feels that the shortcomings of their career programs may relate to another concern--their high attrition rate.

To address these concerns, Kirkwood plans to use a competency-based strategy by emphasizing levels of performance rather than time spent in class. They are also providing a developmental program in math and reading and are strengthening cooperation with business and industry by involving them in the identification of job competencies.

In the first year of the project the developmental program is being designed as well as a medical assistant program, environmental health assistant program and auto collision program. Tests to assess student's skills are also being developed. The program will be expanded in the following two years. An internal as well as external evaluation team will monitor the progress and evaluate the results of the proposed instructional program on a yearly basis.

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Kuskokwim Community College
Bethel, Alaska

Kuskokwim Community College faces the awesome task of providing training and educational services to people in 50 villages scattered over nearly 60,000 square miles of rural Alaska. The villages are geographically isolated and are not connected by roads or other traditional means of surface travel. Much of the population, particularly those over the age of 35, have had little formal education, and for many, English is not the primary language. There is a lack of skilled workers to cope with the increasingly complex technological and social developments presently occurring in the area.

Kuskokwim is committed to serving its clientele in their own villages in ways that are most responsive to their needs and customs. With Fund support, beginning in 1974, Kuskokwim has been designing and implementing curricula and educational delivery systems that are easily accessible, timely and relevant to community needs, and which train and employ local personnel. Programs leading to degrees in such fields as teaching and land resource management are now operational, and instruction is offered in the Yup'ik language, which is the primary or only language spoken by older members of the villages.

This year, Kuskokwim is utilizing the Fund grant to refine the instructional television system, train local production crews and train instructors in instructional video techniques. Televisions are situated in community meeting places and are connected to the studio classroom on the Bethel campus by radio/telephones. Thus students are able to see, hear and communicate with the instructor in the studio classroom. Student facilitators are present in the village classrooms to show how the equipment is to be used. Videotape packaging of courses is available as an independent study option for students at the Bethel campus, and bilingual course materials are also being developed.

In its short two-and-one-half year history, Kuskokwim is already being looked to as a leader in the development of curricula and materials which meet the needs of native Alaskans, and in providing postsecondary services to rural Alaskans. Other institutions have utilized the curricula and materials developed by Kuskokwim and have adopted their delivery systems. Kuskokwim's efforts will also provide the region with a skilled manpower supply to meet the demands of a rapidly changing era.

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Lone Mountain College
San Francisco, California

One of the most pressing problems facing higher education is defining the relevance and importance of a liberal arts education. During the 1960's, students throughout the country challenged the assumption that higher education institutions were educating for "tomorrow." They questioned the importance of traditional humanistic studies and their contribution to solving contemporary problems. Lone Mountain College, a small private liberal arts institution in San Francisco, found itself questioning the value of its academic programs, its mission, and its relationship to the urban community which surrounded the campus. It rejected the concept of merely "certifying" knowledge and embraced the philosophy of facilitating the integration of intellectual development with social and emotional growth. To this end, Lone Mountain submitted a proposal to the Fund to design and implement a new general education and liberal arts curriculum which responds to the individual needs and goals of students while closing the gap between "college" and "the real world." Lone Mountain was awarded a three-year grant to revitalize the liberal arts mission of the college.

In the first year of operation, a coordinating committee was created which was responsible for planning and implementing new courses and requirements for the bachelor's degree as well as reorganizing the curriculum. Among the most important accomplishments of the first year was the definition of five components of a general education program: expression/awareness; human relations/cross-cultural; globally significant issues; historical perspective; and community action project. The five components incorporate interdisciplinary content and an array of learning styles, which, when mastered, enable the student to choose the most suitable means of approaching a new learning situation. Students may fulfill requirements in each of these areas in a variety of ways, using both campus and Bay Area resources, and are, as always, encouraged to design their own programs where appropriate.

In its second year of operation, Lone Mountain is continuing to refine the areas of study of a liberal arts degree, as well as to test additional pilot courses and programs. An interesting new addition to Lone Mountain is the Tunbridge program, which was originally started on the East Coast and then moved to San Francisco. Tunbridge aids students in designing career and other interest explorations based on their own goals. Tunbridge is one option that meets the community action requirement of the general education program.

The ultimate goal of this project is to clarify the meaning of a liberal arts degree at Lone Mountain--what does it mean and how do we assess completion of degree requirements?

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Maine Maritime Academy
Castine, Maine

Many times residents in small, rural towns are isolated from educational opportunities, and not all of the people are necessarily interested in formal learning programs. In Bucksport, Maine the St. Regis Paper Mill is the predominant industry and employs 60 percent of the work force. Most of the training conducted by the mill relates directly to the job. Noting this problem, faculty at Maine Maritime Academy decided that creating a learning center on the work premises would greatly increase access to learning opportunities for a significant number of townspeople. By making the program informal, and offering individualized instruction, the workers can select the courses of interest and proceed at their own pace.

The company has supported the program by assisting with publicizing the learning center, and by providing the facility, study carrals and sound slide and film projectors. In the first year, the project personnel in conjunction with management and union leaders selected materials for the center. Courses are offered that relate to basic skills, as well as culture and history. The emphasis has been on the practical "how to" courses rather than those with a heavy academic orientation.

To further increase the access of the center to the local residents, it has been opened up to the families of the paper mill employees. The project represents a new form of access to education--education at the work site. Based on the reactions of participants in the first year, the project may offer courses in other learning formats in the coming year. The workers do not receive direct incentives for their participation, and one issue that the project is exploring is whether workers seek educational opportunities on their own.

Although the project is primarily designed to benefit mill employees and their families, it is expected that it will also obtain significant information related to work-site learning, employee motivation for education, work-learn programs, techniques for reaching the employee/learner, and other areas of interest.

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University of Maine, Orono
Orono, Maine

For too long postsecondary teaching has not received the same kind of support and prestige as research activities. Often university level teachers have not received realistic teaching preparation, and the atmosphere and situation in their departments may inhibit their trying innovations or openly discussing new methods. Appointment and promotion decisions do not clearly enough depend on teaching achievements. The University of Maine at Orono is committed to elevating the importance of teaching throughout the seven campuses of the university system. A faculty-initiated Committee for a Seminar on Faculty Teaching has received the support of the Chancellor and administration for a program to identify faculty needs in all areas of teaching and to aid and recognize teaching innovations.

Now in its second of three years, the University of Maine program has developed a survey instrument on faculty needs and innovations which has been used throughout the State system. Institutes and summer seminars are offered to help faculty develop new skills. A new evaluation instrument is being developed. The first of a new series of teaching awards has been given, one in each of eight different academic areas. The awards go beyond the traditional recognition of popularity, to reward methodological innovations which are having measurable, positive results. Honored faculty share their approaches with colleagues through development seminars. Some schools and departments are already indicating a willingness to weigh these awards in promotion decisions.

An expected outcome of the project is the improvement of teaching throughout the University of Maine system. It is also hoped that the University of Maine project can serve as a model for faculty development and the elevation of teaching in other postsecondary institutions serving a largely rural population.

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University for Man (UFM)
Manhattan, Kansas

A complaint frequently heard in small towns across the United States is that "there is nothing to do." Many youth are disenchanted with local opportunities resulting in an outmigration of young people and an increasing proportion of elderly citizens in towns that are unable to provide sufficient employment and services for their residents. With the prospect that small towns are rapidly dwindling, is the probability of losing a rich cultural heritage that is characterized by small town life. For eight years, the University for Man, a community education organization, has been concerned and has succeeded in revitalizing community life by developing educational opportunities for the people of Manhattan, Kansas. Their experiences convince them that within every small community there are individuals who possess information and skills worth sharing, and individuals who want and need access to these talents. The problem as UFM sees it, is that few public mechanisms exist for linking people together so that learning and sharing can occur. UFM proposes to assist 12 other communities with the development of local educational programs.

In the first year six communities in northwest Kansas are forming programs based on the interests of local citizens. Coordinators at each site are being assisted by VISTA volunteers who have been trained in the approaches used by UFM, to operationalize local programs. Learning Resource Centers are being created in each community. In the second year, six additional communities in northwest and north central Kansas will undertake programs, and each community will be working toward the objective of developing ongoing programs.

An immediate goal of the project is to form a network of communities within Kansas where people with special knowledge and talents can reach others who are interested, thus revitalizing the resources that have always existed in small towns, but that have frequently not been realized. In addition to a program evaluation by the local citizenry, profiles will be constructed of the 12 programs. These models will be available as paradigms for similar developments elsewhere in the Nation.

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Mars Hill College
Mars Hill, North Carolina

Mars Hill College in North Carolina is a small, private institution in rural Appalachia. It became a fully accredited four-year college only in the 1960's. Mars Hill might have been another of what the Carnegie Commission called "invisible colleges." But in the late 1960's, a new administration initiated a self-study which developed a basic philosophy stressing that learning is a total experience, involving "in" and "out-of-class" experiences; that the student's individual development should be at the center of the curriculum; and that the curriculum should recognize and develop the multiple talents of its diverse students. Thus off-campus work has become a part of the program and much emphasis has been given to diagnostic testing and counseling. Most significant has been the college's full commitment to a competency-based curriculum. At Mars Hill competency-defined objectives and approaches are not just an additional component to a traditional program; the full curriculum is shaped by this important new approach to undergraduate education.

Now in the second year of Fund support, the College is completing its transition to the new program. The students, faculty and administration have had the assistance of professional evaluators in rewriting the Mars Hill curriculum and in designing and instituting on-going evaluation procedures. An Evaluation Center has been established and key faculty have been prepared for roles as evaluators and for new general education responsibilities. The new curriculum defines the competencies of a Mars Hill graduate in seven basic areas, ranging from communication skills and skills in critical and creative thinking, through self-knowledge, and understanding of cultural, artistic and scientific achievements, and competency in an area of specialization. Some of these competencies draw on traditional courses and approaches, but all involve new clusters and opportunities which depart from the usual disciplinary emphases.

Mars Hill's new departure has already led to an invigoration of its own program. The full commitment of the College to a competency-based curriculum and its successful implementation make it a model in a very testing period for small liberal arts colleges.

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Massachusetts State College System
Boston, Massachusetts

During the decade of the 70's, both the manpower needs of society and the educational preferences of students are undergoing substantial changes. The diminished demand for teachers at the elementary and secondary levels has already curtailed enrollments in primarily teacher training institutions. The recent demand for degrees which correspond more directly to work related abilities has stimulated a new debate over the meaning and worth of general and liberal arts education. State Colleges, former normal schools and those institutions which have assumed the principal burden of extending access to new students, confront the dilemmas of these new responsibilities most directly.

For these insitutions, the transition from teacher training institution to general education college is barely completed. Yet they are being asked to make further changes to enhance the quality of the education provided, and the competence of the students taught, and to do so with limited or restricted budgets. The problem is of major proportions.

The Massachusetts State College System is seeking to facilitate the transition and provide the support and technical assistance necessary for its ten institutions to initiate an ongoing process of renewal. Over the past year, the System has initiated a cooperative planning effort involving representatives from each member institution. The results of this effort were plans for a Center for Educational Development which serves the faculty and staff of all institutions in the System.

The Center serves as the nucleus of a continually developing network of individual and group efforts at innovation in curriculum, teaching, evaluation or any other facet of the educational process. Findings from each study are being disseminated; faculty members or departments with special expertise are being linked with others where a need for such expertise is indicated; unique physical and human resources are being identified and made available throughout the System. The networking concept is becoming the vehicle through which new developments, talent, resources and ideas are shared so as to benefit the entire system, rather than only those directly involved. Seminars, workshops, institutes and retreats are being planned and conducted through the Center to study and implement programs of System-wide significance in the renewal effort. The staff of the Center functions primarily as a catalyst; identifying issues, needs and resources, and bringing them together in a planned enviroment, thus developong a continually evolving process of professional growth.

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University of Massachusetts
Amherst, Massachusetts

The populations of county jails are composed mainly of short-term offenders who are in need of career and educational services. The need for service is not exclusively the domain of the inmates, but includes the correctional officers and administrators as well.

The University of Massachusetts, recognizing this situation, joined with other educational institutions and social agencies in the community to provide educational opportunities in an effort to transform the jail from a traditional custodial institution to an educational center. The process being demonstrated is a brokerage where the University of Massachusetts matches the needs and skills of the clients with the educational services available. As a result it draws educators, correctional officers, and administrators into collaborative relationships. One of the most successful ventures of this nature has been the Berkshire Belchertown School for the Retarded Program, where an officer whose role a year ago was primarily custodial in nature and who had worked almost exclusively inside the House of Correction, presently drives fifty miles to Belchertown each morning with ten inmates. His role has become one of a counselor, educator, and facilitator for the inmates who work with the retarded at Belchertown. Their roles have become those of trainees for jobs which are anxiously sought.

The project is demonstrating a way to meet the varied needs of an isolated population. Now in its third and final year, it is gradually transferring costs to permanent budget sources.

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University of Massachusetts
Amherst, Massachusetts

Many students arrive at college without the cognitive skills essential for even the most introductory study of math or science. Nearly every math and science professor faces the problem of raising his students' levels of understanding. Students often characterize their difficulties by the phrase "I don't get it," but neither they nor their instructors understand the reasons for the confusion.

The University of Massachusetts at Amherst is dealing with the problem by developing a Heuristics Laboratory based on earlier pilot programs. Their immediate objective is to create an environment favorable to the development of problem-solving and formal reasoning abilities. The staff of the Laboratory encourages students and faculty to become conscious of the thinking processes they use and conveys to students the fundamental structures and skills required for scientific problem-solving. New learning theory, as developed by Piaget, Bruner and others, informs the work of the job.

The Heuristics Laboratory is being developed and implemented in the context of the standard sequence of calculus-based, introductory physics courses. However, it is also available for occasional use by students from other laboratory courses.

The primary focus of the Laboratory is on a variety of tutorial and small group processes which stress the conscious verbalization of each step in the problem-solving process. These are conducted by the Laboratory staff and by the students themselves. During this first year, the Laboratory is developing various self-study curriculum units including: a general problem-solving orientation booklet, a book of semiquantitative physics problems, programmed learning exercises, computer simulations and manipulative devices for exploring physical concepts.

As a long term objective the faculty at Amherst hopes to add to the growing information on the nature of mental structures and problem-solving. To facilitate the translation of this new knowledge about teaching and learning into effective educational practice they are implementing the project within an ongoing curriculum.

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University of Massachusetts
College of Community and Public Service
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The College of Community and Public Service (CCPS) was created in 1971 to prepare students for community and public service careers throughout Boston and Eastern Massachusetts. Its students represent a broad mix of socio-economic backgrounds: many are working adults who seek a B.A. degree in order to advance their careers in particular areas of urban government.

To implement its mission, the College has organized its curriculum around the achievement of specified competencies -- statements of what a person working in a particular career needs to know and do, and at what level of skill. Students at CCPS work toward certificates of competency in different areas: Essential Skills (certificates may be earned in writing and speaking, in reading, and in mathematics); Housing and Community Development (certificate is comprised of two basic competencies in analytical and critical skills and a number of competencies from professional areas); Legal Education Services (certificates involving competencies in legal institutions, doctrine, research, assessment, professional and paraprofessional roles, investigation and negotiation, counseling, etc.).

To create and administer the certificate system, CCPS has redesigned most of the basic structures and processes of a college education. The college is organized into curriculum and skill centers rather than academic departments. Students are examined for proficiency by teams of evaluators, drawn from both inside and outside the college. Field experience is an integral component of the learning program.

Fund support for CCPS has been directed at strengthening several aspects of the overall effort to organize learning around the attainment of specified competencies. These include: the refinement of the statements of competence which represent the goals of the program; development and use of methods and instruments for assessing when students have acquired various kinds of competence; and training of faculty in the use of these assessment approaches.

Progress to date includes the refinement and reformation of the competency statements, the design of a more efficient entry-level assessment of student competences, and the creation of an instructional design and evaluation component within the college. Current activities focus on the definition and installation of cost-effective assessment procedures.

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Medgar Evers College
New York, New York

The field of public administration has been rapidly growing. Employment in this area nearly doubled between 1960 and 1970, and by 1980, 13.5 million people are predicted to be employed by State and local governments. Programs are needed to anticipate the skills required by the public administrator of the last quarter of the twentieth century whose activities are shifting away from forming legislation to areas of problem solving and non-legislative policy making. Programs to prepare public administrators in higher educational institutions have largely been confined to theoretical learnings, and have ignored the practical skills necessary for the profession. Furthermore, most programs are only available at the graduate level and do not deal with the problems and needs of middle level management. Medgar Evers College proposes to develop within a two-year period a baccalaureate program in public administration emphasizing the competencies needed to perform effectively in this field. The program will be offered in a manner that is convenient to the needs of the nearly 350,000 employees of New York City, many of whom occupy positions, but have not received formal training.

The project activity is being guided by academicians and a Policy Council which is a panel of practioners, academicians and representatives of interested constituencies. The panel will aid in the identification and categorization of broad areas of competencies. Based on the generic areas that emerge, work groups are developing curriculum materials such as study guides, bibliographies, audio-visual materials, etc. Each work group is complemented by an assessment specialist who helps translate competencies into measurable goals. Within the first year of the project two work groups will have met to develop four competencies. These will be tried out with students during the second year.

The project hopes to formulate a theoretically sound and professionally viable taxonomy of knowledge, skills, attitudes, and behaviors for contemporary urban administrators. The program will become a model that combines the theory and practice of public administration in a curriculum at the undergraduate level. The project intends to construct a complete model which can be entirely replicated by other institutions, and the generic nature of the materials also lend themselves to use within other public service fields.

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Meharry Medical College
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Training for the medical profession, not unlike training for many professions, suffers from the problem that students are required to complete courses that divide up the subject matter and present it in a serial fashion without much concern about the relationship of theory to practice or the integration of concepts across the program. The organization of teaching by departments, the disciplinary nature of textbooks, and reluctance of behavioral scientists and medical practitioners to teach together all contribute to the problem. Students complain that their classroom lectures do not relate to clinical experiences, that the relationship between courses is limited and that there is little unity in the medical program.

To address this problem, medical students, physicians and behavioral scientists at Meharry Medical College are collaborating to develop, produce and revise self-instructional videotape cassettes on the behavioral aspects of the medical profession. The tapes document social issues relating to the practice of medicine for use in medical schools and other health training curricula, and cover three areas: (1) a health ecology approach to specific disease processes; (2) a systems approach to the doctor-patient relationship; and (3) a human development approach to normal and deviant behavior. Students and faculty interview community health care consumers and their families and each video is accompanied by a learning package including a booklet with objectives, testing materials, and evaluation forms. Faculty are encouraged to become involved in the project through a system of incentives whereby they present their ideas for cassettes within their departments, and are granted release time on basis of their ideas. In addition to evaluating the quality of each unit, the project is comparing this methodology with the traditional lecture approach.

In the first year, 22 faculty and five students worked on the project and other faculty contributed ideas. The project personnel developed a faculty manual to assist faculty with developing their ideas. As of September 1, 1975, 35 of the 50 cassettes have been developed, and during this final year the video cassettes are being completed, all are being field-tested and revised, and the project is finding ways to become self-supporting.

The intent of the project is to evaluate the potential of video-enhanced self-instruction to enhance learning. The project attempts to improve the quality of instruction to medical students regarding the behavioral aspects of health and illness; that is, the social, cultural and psychological factors which affect the disease process, the doctor-patient relationship and human growth and development. The model developed here offers an example for all disciplines and professional fields concerned with the integration of theory and practice.

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STEP A: "STRATEGIES FOR TEACHING EFFECTIVENESS - PROGRAM A"

Participating Institutions:

Stonehill College - North Easton, Massachusetts
University of California/Santa Cruz--Oaks College - Santa Cruz, California
North Carolina School of the Arts - Winston-Salem, North Carolina
Mercer University - Atlanta, Georgia

In the Spring of 1974, the Fund received over 170 proposals in its Special Focus "New Incentive Structures: Encouraging Effective Participation in the Teaching/Learning Process" competition. Among these proposals were four liberal arts oriented institutions which were considering and experimenting with new approaches to teaching. Each proposal discussed ways in which faculty members might be encouraged to pursue new academic programs and ways in which administration could support the improvement of faculty teaching effectiveness.

The original proposals submitted by Oaks, Mercer-Atlanta, North Carolina and Stonehill all requested money to hold faculty forums, workshops, colloquia and fairs. The purpose of these activities was to introduce faculty to the literature, state of the art and research related to increasing teaching effectiveness in non-traditional educational settings. Although there is merit in this kind of "exposure" approach, none of the proposals articulated ways in which increased teaching effectiveness would be determined, rewarded and supported within the decisionmaking structures of the institution.

After extensive conversations with several potential participants, the Fund decided to form an experimental collaboration of these four institutions which became known as STEP A. The purpose of STEP A is to use the collaborative process to formulate and implement institutional changes which encourage and support improved teaching. The grant is for two years of activity.

In the first year of the STEP A project, participating institutions met regularly to discuss common problems and approaches to solving these problems. A total of four meetings were held in Washington and at three of the institutions (Stonehill, North Carolina School of the Arts, and Mercer). By the middle of the year, each Project Director had begun to identify an area of fundamental concern at his/her campus. Within the broad rubric of Faculty Development and New Incentives for Effective Teaching, the collaboration identified four major topics: (1) the development of new curriculum as a vehicle for improving teaching: (2) the creation of a formal institutional climate which recognizes and rewards the teaching role of the faculty; (3) the development of instruments which can measure teaching effectiveness; and finally, (4) the creation of new pedogogical techniques to enrich classroom interaction between teachers and learners. Each institution agreed to implement a program in the second year which highlights one of these areas.

The agenda for the collaboration for the second and final year of funding is the implementation of their new incentive plans. North Carolina School of the Arts is devising a new core, transdisciplinary curriculum to integrate its fine arts and liberal arts programs. Stonehill is carrying-out a step-by-step faculty development program to infuse a respect for teaching throughout the college. Governance is being revised at Stonehill with an eye toward weighting the teaching component of the faculty member's work more heavily in decisions about promotion and tenure. Oaks College is developing model student and peer evaluation documents for internal use as well as university-wide application. And Mercer has created a Pedogogy Center to give technical assistance to faculty on new ways to organize and deliver material as well as transmit values.

It is too early to tell whether the individual institutions will adopt and implement these new incentives. However, it is clear that the collaboration is serving a number of useful functions. The colleges were able to articulate their immediate concerns within a context which incorporated candor, mutual support, and non-threatening evaluation. The institutions have established an on-going dialogue and are working on formalizing student/faculty exchanges. And finally, the project encourages the Fund to employ the collaborations as worthwhile strategies for disseminating change.

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Mercer University
Atlanta and Macon, Georgia

Of the 11,000 persons incarcerated in Georgia's Prison System, 700 currently qualify for college entrance and a great many others might, given some preparation and opportunity. Yet only 140 of this number (20 percent) are presently enrolled as college students. A few colleges that are committed to education in prisons pursue separate policies and are seldom in contact with one another. The lack of a centralized recordkeeping system to serve all students leads to difficulties in transferring between institutions and consequently accounts for a high dropout rate. In addition, prison inmates in Georgia's system receive little substantial counseling to assist them in the realistic selection and pursuit of a career or an education. The problems are dramatized by a high rate of recidivism among offenders. In 1972-73, one-fourth of the new prison entrants had been incarcerated previously for at least six months. Although it is difficult to establish a reason for this trend, it would appear that a contributing factor in continuing recidivism may be the failure of educational programs and education-vocational counseling to touch meaningfully a sufficient number of inmates.

Mercer University in consortium with the Georgia Department of Offender Rehabilitation and two private Junior Colleges is developing and offering post secondary educational programs in ten State penal institutions to a population of inmates of all ages. In addition, a comprehensive program of career counseling and follow-up contact subsequent to release is being implemented. The project has a liaison to work between the Department of Corrections and the colleges, and between the colleges themselves in order to ensure administrative consideration for the consortium's activities. The consortium hopes to establish college education programs in the designated prisons by the end of the first six months, to employ two itinerant career and educational counselors to help the inmates determine career goals and capabilities, and to establish a clearinghouse for accrediting and recordkeeping. The project is trying to reduce the transfer and dropout rates of inmates in educational programs while increasing enrollment from 140 to 210 persons in a two year period. Of particular importance are the efforts to establish a climate of receptivity toward newly-released prisoners in the State college system and to assist ex-offenders in the fulfillment of their educational aspirations.

The proposed project aims to reduce the number of dropouts from the college program; to facilitate inter-institutional contact in order to reduce the administrative conflicts that arise between colleges and the Georgia Department of Corrections/Offender Rehabilitation; to make inmates aware of realistic career and educational goals; to counsel them in approaches to the realization of such goals; and by these activities, to reduce recidivism.

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Miami-Dade Community College
Miami, Florida

The most recent research on adult postsecondary education has focused on participation in learning activities from the individual learner's standpoint. Results reveal a pattern of learning and participation heretofore unknown and largely unrecognized by program planners in educational institutions. The studies suggest that most of the deliberate learning activities of adults are carried on outside educational institutions and are not dependent on traditional approaches to learning. Higher educational institutions share a common void; the lack of services that provide the learner some guidance in planning and conducting his own learning projects.

In response to these factors, the Life Lab Program at Miami-Dade Community College has demonstrated that a number of new and exciting methods for students to earn credit and/or a two-year degree on a contract system can be successfully accomplished. With help from a two year grant from the Fund, the Life Lab is developing and refining the model by introducing an interdisciplinary competency-based learning system; a computer management and communication support system; multi-media resources for self-directed learning activities; and new staffing patterns and leadership roles to accommodate the Life Lab program.

At the present time, there are more than 600 students in the program. The project has developed a model for the creation of "course guides" for all courses in the Life Lab Program. Each guide lists a number of potential competency goals, related resources, and is accompanied by a tape cassette on which a faculty member gives background information about the competencies required and suggested resources. In the area of computer mangement and communication support systems, the project has created a Student Directory and Interest Index, a Learning Resources Bank and Resource Evaluation System, a Student Update Feedback Survey, a Student Listing and Records Printout as well as standard computer programs for use in mailing labels, etc.

It is expected that the contribution which this project makes to the field of postsecondary education will underscore the efficient use of technology in university-without-walls programs. In this case, the bold use of media and computers further expands the learning horizons of the students by ordering the resources available and presenting them in as accessible manner (the reverse is often the case in traditional settings, e.g., the student is ordered for the administrative purpose of the university). Thus, in the case of Miami-Dade, not only is the student encouraged to pursue his own interest in learning, but technology is available to assist him and to record his progress.

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University of Michigan
The Center for Research on Learning and Teaching
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A perplexing problem in postsecondary education is the relatively limited use of technology for instructional innovation, especially since sophisticated equipment and techniques for using it have been developed. Given the new emphasis on faculty development, strategies and inducements are needed to make more effective use of these learning aids, and to avoid wasting resources. The Commission on Instructional Technology (1970) and others have suggested a variety of reasons for the limited use of such aids, including the indifference or antipathy of instructors, lack of training, and the inadequacy or inaccessibility of the equipment. At the University of Michigan the unusual resources of the Center for Research on Learning and Teaching are being used to increase the appropriate use of instructional technology. A systems approach for identifying clear objectives is being applied to campus teaching situations in order to select and implement the best among alternative methods. Improvement in the quality of instruction is being measured by students' responses in selected courses. The program encourages greater use of instructional technology among faculty who are already inclined toward such innovations; and it develops new uses of technology through the leadership of select faculty participating in the program. An important further step is the increased recognition of teaching effectiveness as a basis for rewards within the University.

Now in their final year, the participants have studied the literature in the field and collected diagnostic data. Seven Faculty Fellows, selected on the basis of their prominence and of their interest and achievement in instructional innovation, have been trained at the Center. They are heading teams of teaching assistants and staff specialists in selecting, implementing and evaluating various technologies. They are developing new materials and approaches using television, sound recording, still media, computer-assisted instruction, as well as non-media methods like simulation, small group discussion, personalized instruction and contract grading. At the same time, the Faculty Fellows are charged with disseminating their results and serving as agents of change within and beyond their departments. Funds are available for travel and for publication of results as a means of increasing the visibility and prestige of participating faculty.

Project staff are assisting the Faculty Fellows by conducting interdisciplinary seminars, gathering information on the availability of external resources, and designing handouts which explain innovations in a clear, non-complex way. The ultimate goal of improving instruction through a greater variety of techniques cannot be fully measured until the project is complete, but rich resources are already being developed and disseminated.

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Miles College
Birmingham, Alabama

In impoverished rural areas, students frequently are neither encouraged nor able to complete their schooling. Greene County reflects the problems of 12 similar counties in central Alabama: 75 percent of the population is Black and mostly poor; the per capita income in Black families is about $900 a year; and only ten percent of the high school graduating class goes on to postsecondary schooling of any kind. Miles College, in Birmingham is trying to establish what it refers to as a "college presence" in Greene County by developing a Freshman Year Program. The students are encouraged to finish high school and go onto college, and the college is diversifying its curriculum so that it appeals to a wide range of students, particularly the many adults in the area who left school a long time ago and have never been back.

This outreach effort grew out of discussions between civic leaders in Greene County and the faculty and staff of Miles College, Birmingham. What has evolved is a very successful match between the educational needs of the rural community and the resources of the urban college. Since the initiation of the Freshman Year Program in 1973 Miles has adapted and diversified its college curriculum and developed a basic skills and counseling program designed to better prepare students to move on to other college level experiences. The program provides additional services to community agencies such as the public school system and a local drug abuse program. The community responded by contributing considerable time and resources to the establishment and maintenance of the Miles College program.

The Freshman Year Program has attracted a high level of interest, and in the fall of 1974, 170 students were participating in the program and 37 of these students won scholarships to colleges and trade schools after finishing the program. One of the unanticipated results of recruitment, was the great response by adults to the evening program. Evening students comprise 71 percent of the students in the program, and 58 percent of these students are 22 years or older. A major challenge to the project is how to sufficiently diversify the Freshman program to meet the wide range of student interests without creating program redundancies and still allowing adequate opportunities for students to build basic skills.

One of the major goals of the project is to demonstrate that a low-budget, limited college can provide a broad and responsive program. As the program enters its third and last year of grant support, the institution is supporting most of the instructional costs, and finding ways to continue the program on its own. The project is an important model in its region and hopes to increase the numbers of students who complete school during the "dropout" years between grades 7 to 12, to increase the numbers of high school students that go on to postsecondary education, and to attract adults back to school.

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Minnesota Metropolitan State College (MMSC)
St. Paul, Minnesota

New and effective programs, even after they have become permanent on their host campuses, often fail to be adopted and applied on a wider basis. MMSC is an upper-division State college which offers its students, largely working and home-based adults, programs of study which emphasize non-classroom work, independent study, and competency standards for completion of degrees. The strategies undertaken by MMSC have received an enthusiastic response, and now the institution would like to share its experiences with area colleges. Through the grant a consortium of seven institutions, including MMSC and the six community colleges serving this St. Paul area, is developing two-year programs on each campus which are comparable in philosophy and approach to the MMSC program.

After a period of joint planning and decisionmaking, these programs are now in full operation on each community college campus, and have thus far enrolled approximately 250 students, again, predominantly adults (average age 35) who have returned to school often on a part-time basis. The consortium also sponsors assessment services, whereby entering students may obtain credit toward a degree for learning attained by the student, on-the-job or through other activities, before entrance into a college program. All programs and services are reviewed and approved by a Board of Control, composed of the seven college presidents.

Thus encouraged by the generally successful use of joint planning and operation, the seven institutions are now examining other possible areas for cooperative efforts. The intent of the project activities is to create a way for institutions to share and test out with other sites strategies that have been effective with one institution. Through these activities the project hopes to serve better the needs of the residents in a large metropolitan area.

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University of Minnesota
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A common stumbling block for many students has been college mathematics, particularly the basic calculus course. Since calculus is increasingly required for both science majors and others, effective ways of teaching calculus must be found. New developments in math education in the last decade have included "student-centered" strategies, media and computers, and a Personalized System of Instruction. Most of these strategies have not yet been widely adopted. They often require a thorough revision of the curriculum, and/or an expensive investment in time and money. Can we do something for students at institutions which at present choose not to adopt such expensive strategies?

In 1973-74, with Fund support, professors at the University of Minnesota School of Mathematics developed a computer program to assist in teaching college calculus, which has aided otherwise inhibited students and which has shown the potential for widespread adoption. The program is relatively simple and inexpensive to use, is compatible with most computer systems (it is presently in use on CDC, IBM, and UNIVAC products), and requires no curriculum changes. If a student has difficulty with a homework problem, the ISCI program will ask the student questions about his attempted solution, point out the error, then give as many hints and explanations as the student requests. Although the program cannot handle the deeper concepts of mathematics, it provides a simple and efficient method for answering the typical "dumb" questions which so often are an embarrassment to students and a time-consuming chore for teachers. It provides the student with individualized, self-paced, and non-threatening help, but only when needed. This minimizes cost and maximizes the student's own unassisted work.

The original project proved attractive enough to students and faculty to warrant a further two-year grant for the purposes of expansion and dissemination. The program now handles problems from a majority of the topics in a typical calculus course, and several topics from college algebra. More problems are being written. Material describing evaluation of the program, detailed directions on how to set it up, and copies of the program, will soon be available (for a copying fee) to any interested institution. It is presently in use at several colleges and universities in Minnesota, Wisconsin, and Illinois.

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Mississippi Band of Choctaw Indians
Philadelphia, Mississippi

The Mississippi Choctaws have been one of the most educationally neglected of all Native American groups. From the time of removal of the majority of Choctaws to Oklahoma in 1830 until the establishment of the Choctaw Agency in 1918, educational facilities were generally unavailable to Mississippi Choctaws. Although elementary schools were established in each Choctaw community between 1918 and 1930, provision was not made for education beyond the middle grades until the 1950's, and not until 1964 was a high school provided.

Recently, tribal efforts have inititated a crash program to increase the number of Choctaw college graduates. Under a Fund grant the tribe has begun to concentrate on enrollment of Choctaw students in nearby (in-state) off reservation institutions of higher learning, and enrollment of Choctaw para-professionals and pre-professionals in college coursework offered on the reservation by such institutions.

Progress at the project continues and a survey of all Choctaw people who are currently enrolled in college coursework or who have been enrolled in such coursework during the last 24 months or who are considering enrollment has been conducted. There has been a compilation of individual folders on each person surveyed containing current college transcripts, degree information, personal objectives and other relevant information. Other activities include work on a system for the provision of counseling to Choctaw people, the development of a manual on financial assistance and the development of individual degree plans.

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University of Montana Foundation
Missoula, Montana

Approximately 25 percent of the State's population, or 186,000 residents, have either dropped out of the formal education system or have had few, if any, opportunities to become associated with postsecondary education. For most of these individuals the costs of obtaining further education are prohibitive or the opportunities are inaccessible. For many who work in geographically isolated communities, opportunities for continuing education are nearly nonexistent; it is too costly for many professionals, para-professionals, and others to go out of the State for training, and some communities cannot spare them even if they could afford to go.

In response to this problem, the University of Montana, a State institution, is in the third year of development of a network of local learning centers designed to increase educational options for adults in rural Montana. The campuses and library-based centers inform adults about postsecondary opportunities and supplement the existing information on the availability of educational resources, procedures for entrance and transfer and support services such as educational programming via video-tape. To date 15 multimedia programs have been distributed to the learning centers. These programs make use of video tapes, audio tapes, slide presentations, newspapers and television, reading lists, and personal correspondence, and meetings with instructors. Some topics include Montana History, The Metric System, and An Introduction to the Arts. The programs are geared for the general public as well as students in small Montana colleges, either for a no credit or a three-credit option.

Plans for the third year include completing the production work, evaluating the program and support services, and refining the program in order to transfer it to the University system for complete support in the fourth year.

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Museums Collaborative, Inc.
New York, New York

Over the past few years, there has been an increased recognition of the need to view recipients of social services, including the students of educational organizations, as consumers, and to question the actual responsiveness and relevancy of services provided to consumers. A number of the Fund's projects demonstrate new ways to provide educational services which may increase their relevancy to these consumers. This project similarly experiments with a new and different delivery system, in the area of cultural education programs that are sponsored by museums, zoos, and botanical gardens.

The experiment is sponsored by a consortium of cultural institutions located in New York City and affiliated with the city government. The project provides "vouchers" for the purchase of museum services to 10 community organizations, including settlement houses, senior citizen groups, and neighborhood councils. The seven participating providers of services compete to receive these vouchers through an intensive process in which the community organizations and museums jointly plan and negotiate for proposed programs. An essential aspect of the project is an evaluation component which will determine the extent to which the educational and outreach programs of the museums actually have changed or become more responsive as the result of the voucher mechanism.

An advisory committee of museum, community and city government representatives oversees all aspects of the project. If it proves successful, one of the project's goals is to propose the voucher plan as an alternative funding system for part of the city or State annual budget allocations for the arts.

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National Council of Negro Women, Inc.
Women's Center for Educational and Career Advancement
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Many women with limited educational preparation, particularly minority women in urban settings, are trapped in low-level clerical jobs. With the trend toward greater portions of one's life spent in the work force, the prospect of 40 years at the same job-level is very disheartening. Although employers often have monies to contribute to the expenses of education, they have done little to encourage the use of such resources, and many organizations do not have their own upward mobility programs. In the New York area, the National Council for Negro Women (NCNW) has worked with Pace University to direct minority women to particular job-related courses. However, most of these courses have been a one-time experience with limited impact upon the individual's career mobility. NCNW now proposes to develop with Pace and its numerous business contacts, a complete program which offers greater possibilities for enhancing the career skills and knowledge of women.

A 60-hour Associate of Arts degree awarded through Pace University is being designed to move women from clerical jobs into management, sales, and pre-professional positions. NCNW's role is to administer the project and link the resources of the institution and businesses. Pace provides the actual instruction. Eight to ten major companies are participating with students and faculty in conducting a task analysis of competencies required for pre-professional jobs, and are jointly developing curriculum that reflects the competencies needed for such positions. Consideration will be given to life experience, and the program is partially oriented toward individualized learning. The first year focuses upon the development of the curriculum, and initiation of the program for two groups of 30-40 women. In years two and three, the program will be refined and offered to several new groups of 30-40 women.

An intended outcome of the project is to improve the career mobility of women who are stuck in dead-end jobs, and the evaluation looks at the success of the degree program in accomplishing this goal. By bringing the educational resources of the institution to the work setting, a new model of faculty-employer involvement will be tested. NCNW hopes that the presence of the project and involvement of employers will further sensitize employers to the needs of workers for career-related programs.

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National Student Educational Fund (NSEF)
Washington, D. C.

In the last few years students have been asked to join numerous higher education policy-making boards, commissions and organizations such as the Section 1202 Postsecondary Education Commissions, Statewide boards of trustees, institutional boards of trustees, Statewide BEOG Steering Committees, and Federal, State, and private agency advisory committees. Although these students (now numbering over 500) are intelligent and committed, they often do not have the background and experience needed to deal with the complex issues confronting groups such as boards. As a result, students are often able to serve only as token representatives rather than as real participants.

In response to this need the NSEF is providing training to student representatives in two key areas: (1) financing of postsecondary education, including costs, financial aid, and educational resource allocation; and (2) consumer protection in postsecondary education, including expanding disclosure of information about programs, costs and outcomes to prospective students.

First priority in training is placed on helping to establish annual training activities and training resources at (1) national conferences, (2) statewide conferences, and (3) specialized agency or committee meetings. Additionally, materials developed by the National Student Educational Fund for the Information Gap Project last year assist students in their learning efforts.

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University of New Hampshire
(New England Center for Continuing Education)
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Throughout the country there are separate initiatives to meet the needs of non-traditional learners. Although different models are needed, there is a lot of wasted effort. The New England Center for Continuing Education, a consortium of the six State land grant universities, is attempting to develop and implement services for non-traditional learners in a cooperative and coordinated manner.

This project called the Open Learning Project is conducted by a steering committee appointed by the Academic Vice Presidents of the six institutions and depends upon the full participation of faculty members from all institutions. They are pilot testing courses designed for independent learners in out-of-classroom settings in communities in New England, particularly courses focusing on nutrition and child psychology which apply to residents' needs. The project is in the process of developing a number of other potential courses and also seeks to use the Center as a focal point and catalyst for a wide range of activities to serve better the needs of non-traditional learns, particularly adults. Regional Committees deal with topics such as the Assessment of Experiential Learning, wherever it has occurred, and provides information and guidance for adults.

As indicated above, a primary goal of the project is to deal effectively with the needs of adult learners on a regional basis. It also represents one of the Center's most significant efforts to conserve resources and to encourage interinstitutional cooperation through such coordinated activities. A major aspect of each sub-activity is the determination of the extent to which these interinstitutional programs are more cost effective than existing alternatives.

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New York State Education Department
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The dearth of teaching positions available for current and future Ph.D. recipients, particularly in the humanities, has been documented on numerous occasions over the past decades. Yet, few doctoral-granting universities have altered their programs of study to reflect the realities of the job market or to expand career options for doctoral students. This project, initially in the field of history with implications for other disciplines, attempts to explore alternative career patterns and appropriate training programs for these students.

In its first year, the project pursued these goals through a range of related activities. Doctoral students in history undertook job interviews with potentially relevant non-academic employers in the fields of business, journalism, and international trade to determine their receptiveness; faculty committees also met with representatives of such fields; workshops were held at New York campuses to explore needs for modified program and counseling services; and students were surveyed to determine the extent to which current counseling and advising services included attention to non-academic career options. In part as the result of activities sponsored by the project, New York universities have recently modified their history programs, with the purpose of broadening students' career options.

The second year's activities continue in these directions and expand into the general area of humanities. In addition, again partly as the result of first year progress, the Mellon Foundation has announced funding of a national survey of employment opportunities and current realities in the humanities, to be co-directed by this project's chief administrator.

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Northeast Nebraska Technical Community College
Norfolk, Nebraska

There are three Indian Reservations located in the State of Nebraska--the Winnebago, Imaha, and Santee Sioux Tribes--all located in the service area of Northeast Nebraska Technical Community College. The linguistic and ethnic diversity among the three Tribes is compounded by wide differences in historical experiences, languages, cultures, governmental structures, and the needs and goals of each Tribe. In Nebraska, as in the other States of the Union, Indian education policies have been imposed and undertaken by non-Indian educators with the assumption that the Indian is incapable of decision making and that the typical white middle class educational structure is adequate for all. The disastrous result of this and other dominant society policies is that the American Indian has been eliminated or phased out of the educational mainstream.

Northeast Nebraska Technical Community College has established three district satellite campuses on the three separate Indian reservations. To date, over 100 students have taken advantage of over 150 courses offered on the three Indian reservations. The satellites are administered by an Indian Board of Regents which operates under the auspices of the Board of Governors of Northeast Nebraska Technical Community College. The courses and areas of study being offered have been established by Indians and are taught with the help of Indian instructors.

The project is designed to enable Indians to determine their own educational modes, to foster intertribal and intratribal relations and also to help Indians bridge the existing educational gap. The project also has as its goal reducing the high postsecondary dropout rate of Indians, helping to educate in new ways the past two generations of Indians who have been ignored, and preparing Indian people to manage their own affairs to a degree which will lower the extremely high unemployment rate which currently exists.

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Northeast Regional Learning
Corinth, Mississippi

Rural populations often face the problem that the educational resources available to them are scarce and inaccessible. Northeast Mississippi has a population of 85,609 spread over 2,142 square miles and 77 percent of the people is in rural areas. Most of the students graduating from high school in this region go directly to work, and the median number of years of school completed is 9.8. For those who wish to pursue some form of education there are problems of time, large distances and a general apprehension about the formalities of enrolling in postsecondary institutions. However, many of these people are less apprehensive about approaching their local library, and a study of the Northeast region of Mississippi revealed that over one-third of the population is already using one of the 15 branch libraries in the region. A branch library is located within 15 miles of every resident in the area.

The Northeast Library sees the opportunity to perform a service to its community by diversifying the traditional library role and bringing new educational opportunities to rural locations. Rather than serving only as a storehouse of knowledge, a typically passive role, the library proposes to actively bring new educational programs to rural learners. The role envisoned is broad. The library is helping the recreational learner who is interested in learning something just for fun; it is helping the already unemployed or underemployed person learn skills that will benefit him economically; and, it is referring potential learners to educational institutions which can meet their needs and through which they can obtain college credit.

One of the major goals of the project is to explore with some postsecondary institutions that are not easily accessible, the possibility of offering courses and programs for credit through the local library network. Thus, the library will become an instructional center and serve as a model to other libraries that might also wish to provide more diverse services for their local communities. The library is also performing a clearinghouse function by providing information to learners, and a referral service by linking learners to educational opportunities outside of the library that are unknown to the individuals. In these ways, the library hopes to be more responsive to local needs. and more exemplary of the range of services that a local library is able to provide.

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Northeastern University
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Women who want careers usually lose a great deal of time raising a family or working in low paying jobs, and because of their ongoing family and job responsibilities, they cannot improve their educational preparation. Traditional academic programs and career recruitment practices combine to deter women from returning to school and gaining access to careers. Programs are often long, costly, poorly attuned to the busy lifestyle of women and frequently unrelated to their goals. Job recruiters exacerbate the problem through preferences for (1) bachelor degree holders for entry-level career tracks, (2) technical programs, and (3) traditional, rather than volunteer experience. A survey at Northeastern revealed that because 77 percent of adult female students is employed and 41 percent has family responsibilities as many as 74 percent only takes one or two courses at a time. At this rate, it would take a woman 10-20 years to complete a traditional program. Thus, higher education as it prevails today, presents a woman with a discouraging dilemma; she must obtain a relevant degree to get a job, yet by the time she graduates, she may be too old to be a desirable job candidate.

The goal at Northeastern is to develop Career Competence Curricula Portfolios as short term alternatives to traditional degree programs. Ten employers working with six of their manager/supervisors are collaborating with University faculty to develop 60 Career Modules based on predicted job vacancies. A project consultant is helping employers identify the competencies needed for the jobs. The faculty, in consultation with the employers, is forming the portfolios which are combinations of courses/coursework designed to convey the job skills. In the second year, a pilot of 20 women, half unemployed and half selected from within business, will experience one-third of the modules which will prepare them for actual jobs. Northeastern will also investigate the value of women's volunteer work experiences by showing videotape presentations of actual community experiences to employers.

The project intends to develop job-linked courses to complement personal competencies accrued through women's volunteer activities. The project evaluation assesses the views of students and employers toward the pilot, new course enrollments resulting from the project, and ultimately, the adoption of the Career Competence Curricula concept by other institutions.

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Oklahoma City University
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The students who attend universities are becoming more and more heterogeneous; they come from a variety of backgrounds and have different reasons for attending school. These same students are holding institutions accountable for the educational relevance of programs, especially in the area of career preparation. These trends and the complex, fast-changing nature of society produce pressures on institutions to diversify their programs at the same time that they make them more relevant to the present and future conditions of society. At Oklahoma City University, discussions of these issues have led to the belief that rather than simply rearranging existent programs, some basic restructuring is needed across all of the institution's courses and programs.

As a first step, the institution is developing, implementing and refining a Competency-Based Degree structure as an alternative to current time-based programs. A student who enters this program collaborates with a counselor to develop a long-range educational plan which considers the goals, abilities and interests of the student. The completed plan is then turned over to a Sign-Off Team which assumes responsibility for monitoring the student's progress toward the mastery of particular competencies in his program.

During 1974 a Faculty and Student Team started developing the guidance system needed for the new program. They began to identify and construct competencies throughout the undergraduate program and to determine ways to assess the competencies. Faculty, students, administrators, trustees and others met to form seminar papers to guide the development of the program. The Faculty Team visited similar programs at other institutions in order to learn about the problems and processes of implementing such an approach. Some of the outcomes of the first year have been a recognition of the complexity of forming an alternative structure; of the importance of involving the faculty and students from the beginning; and the spillover into the traditional program at the institution of new forms of learning--independent study, apprenticeships, etc. The program is now becoming operational, and ongoing activities include further refining the curricula and administrative support systems of the institution, and continuing to prepare faculty for teaching in a competency-based program.

Data is being collected on the faculty time spent in the new program; the program's effectiveness as viewed by students, faculty, practicing professionals and others; and the cost of the competency-based program and traditional programs. At the end of three years, the program will be integrated into the institution on a self-supporting basis, with an ongoing evaluation of all academic programs, and a new, restructured approach to liberal education. The project can serve as a model for consideration by other institutions that seek to provide students with a degree structure that focuses on individual competencies.

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Oregon State System of Higher Education
Teaching Research Division
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One of the principal obstacles to the improvement of learning at most colleges and universities is the absence of a clear and unambiguous system of rewards for proficiency in teaching. The primary reason that teaching is not rewarded in proportion to the importance and centrality of that function within most institutions relates to a variety of circumstances and historically derived conditions. But the failure to make use of newly developed indicators of teaching quality and to direct support to excellent teaching, cannot be defended without repudiating the primary responsibility of the institution to the students it serves.

The Teaching Research Division of the Oregon State System of Higher Education has over the last two years, collected, analyzed and tested a wide variety of indicators of teaching quality. In the final year they will develop, in cooperation with the public colleges and universities in Oregon, models for faculty incentive and growth systems which are responsive to the needs that have been identified.

Using questionnaires and interviews, they have analyzed the evidence utilized in the tenure/promotion decision making process; and have collected the perceptions of over 1000 faculty and administrators as to the relative importance assigned to teaching, scholarship, and service activities. In addition, opinions were solicited about how the weighting of the various factors ought to be allocated. Substantial differences appeared between different institutional types and among disciplines, both in the perception of present practices and in the ways in which tenure and promotion decision criteria might be altered.

On the basis of these findings each campus in the system has received a "customized campus analysis," detailing the results of the study for that campus, and providing them with some recommended actions to strengthen the rewards for effective teaching.

In addition to providing needed information and assistance to the colleges and universities of Oregon, the Teaching Research Division of the State System has developed a compelling analysis of the tenure and promotion decision making process, which provides the basis for the introduction of improved indicators of teaching quality.

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Our Lady of the Lake College
San Antonio, Texas

Like many small liberal arts schools, Our Lady of the Lake seeks to provide learner-centered programs that allow students to increase their self-understanding at the same time that they engage in a meaningful search for knowledge. The institution is located in a poor area of San Antonio and wants to be responsive to the needs of local students and other underserved groups in the southwest region of Texas. Although particular learner-centered programs have been undertaken, limited institutional resources make it difficult to release faculty from teaching responsibilities in order to redesign the entire undergraduate program. Recently, a competency and experience-based program was initiated in place of traditional hour requirements, a change that recognizes the knowledge and abilities the students have when they enter the program. The change in assessment procedures further highlighted the need to revise the undergraduate curriculum, and with a two-year grant from the Fund beginning in 1974, Our Lady of the Lake is reformulating the curriculum and practice of the institution around competency based learning.

An Interdisciplinary Committee and Change Agent Team has been created to work with faculty to redefine the objectives of the curriculum and to expand learning choices for students so that many forms of learning are now recognized. The project is also working with former graduates and employers in the region to predict the needs of further graduates and incorporate new content into the curriculum. Appropriate assessment instruments and techniques are being designed. Another important consideration of the project is to realign administrative and organizational practices to complement the goals of the project by looking at admissions procedures, faculty work loads and current practices. Faculty and counseling staff are receiving inservice assistance to prepare them to counsel, teach, and evaluate in a competency-based program.

A number of specific impacts resulting from the project are being measured such as changes in enrollments, particularly the enrollments of non-traditional students; the use of off-campus facilities; the numbers of degree versus non-degree seeking students. A major goal of the project is to determine the cost effectiveness resulting from different utilization of faculties and facilities. The use of project reports by the public is considered one measure of interest in the approaches. The project has the purpose of developing a learner-centered program that is particularly appropriate to the community of learners that the institution serves and that is a model to other small schools of ways to make programs more meaningful without hugh outlays for buildings, equipment and salaries.

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Pennsylvania Department of Education
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The adult population of the Nation is a vast learning force whose educational and occupational development is in the national interest. Easing the entrance of adult learners into postsecondary education by providing outreach services and promoting their retention by providing counseling appropriate to their circumstances are essential first steps. This proposal addresses the needs of adults and builds upon a planning grant awarded by the Fund last year.

Planning for the Penn-Jersey Common Market required attention to the need for counseling, referral and eventual credentialing of adults, as well as to the problems associated with introducing postsecondary opportunities to a wider socio-economic audience. Outreach services are necessary to reach a broader spectrum of potential students, and supportive services must be provided for some of these new learners in order that they may succeed in accomplishing their educational and career goals.

The proposed project implements the objectives of the Penn-Jersey Common Market by focusing on the support of the individual learner. The Philadelphia and Bethlehem Area Libraries, their branches, and State unemployment offices provide established structures through which a broad socio-economic clientele can be reached. This proposal recognizes the varying needs of individual adult learners and at the same time utilizes the resources of a traditional adult learning environment, the public library. These considerations reflect the concerns of the Pennsylvania Department of Education for its constituency, all the citizens of the Commonwealth, and the attainment of their individual educational and career goals.

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University of Pennsylvania
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The research universities in America are beset with a number of problems. What once was a community of scholars has become a variety of academic departments whose faculties pursue highly specialized interests with little awareness of common purpose. Rigidities of many kinds constrain the capacities of these institutions to adapt to changes in the demand for graduates in various fields. Meanwhile, public support for higher education generally is declining, and interest in graduate education and research per se is almost non-existent among the political and governmental officials who allocate public funds for domestic needs.

To address these problems, the President of the University of Pennsylvania has initiated a process of analysis and discussion of the problems and prospects for the renewal of the research universities. Case studies have been prepared describing the rise, maintenance, and (in some cases) decline of 14 research universities--those who were the original members of the Association of American Universities. In addition, analyses have been prepared of the present and future conditions in the external environment which impinge most directly on the research universities. Both kinds of analyses are providing the basis for a series of discussions among nationally known scholars, educators, and public officials.

The results of the project include a report on the renewal of the research university, plus the engagement of influential educators and public officials in the consideration of the issues raised by the report.

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University of Pennsylvania
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At the University of Pennsylvania work is being done to renew modes of instruction and to enlarge understanding of the process of renewal, providing useful knowledge both for colleagues at Pennsylvania and at other institutions. The project builds upon a critical analysis of the educational costs of the present highly decentralized process of teaching and instructional planning. Decentralization is intended to increase the autonomy of individual instructors and the variety of student options. In fact, it often reduces the range of ideas in the curricula, the responsiveness of the instructional process to individual student differences and the ability of instructors to pursue valued educational ends. The project addresses these problems by developing ways for collegial faculty groups to work together, addressing the problems of decentralization through three levels of effort:

1. Faculty Teams: Faculty groups are creating within the English major and the core of pre-health sciences a new curriculum and instructional process which will (a) be guided by openly stated objectives and evaluation; (b) emphasize over-arching objectives badly served in a decentralized system; (c) adapt to individual differences; and (d) encourage student self-reliance. The special feature of the instructional process, distinguishing this from that in many more expensive curriculum development programs, is the use of 'adjuncts' allowing students to orient themselves to materials presented in traditional ways, to practice with ideas and skills and to assess their own achievement. Experimental programs will be opened to both intra-mural and extra-mural students in the fall of 1976.

2. Management: Management systems are being designed that will allow administrators to adapt to change in the instructional process. The management study is proceeding through (a) the empirical assessment of current obstacles to educational improvement; (b) close observation of the dynamics of this project; (c) the preparation of a manual for instructional innovators; (d) the specification of particular recommendations which address the obstacles to innovation and (e) the articulation of a general organizational framework within which collegial planning at this or any large university may operate effectively.

3. Diffusion: Discussion of the project and the issues it addresses throughout the University is part both of the research and development strategy of the project and of the larger process of adoption and institutionalization. By June of 1976, before the experimental period has begun, many groups within the University will have participated in a two-year long dialogue on the design and management of instruction. This model of institutional renewal through dialogue, formal experimentation and ad hoc trial will contribute to the national understanding of the processes of educational change.

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Pepperdine University
Los Angeles, California

In recent years, the missions of postsecondary education institutions have become more and more defined resulting in an increasing segregation between institutions with different purposes. Yet as unemployment has increased, students have exerted pressures on all institutions for programs that prepare them for careers. Within the densely populated area of south central Los Angeles, the unemployment problem has reached critical proportions with approximately 30 percent of the population without jobs. Unemployment has risen to a high percent of the population without jobs. Administrators at Pepperdine University's urban campus have decided that linking the school's liberal arts program to the technical resources of a proprietary institution to create new degree programs for disadvantaged students is one way to address the problem. The project combines the academic and technical resources of the two types of institutions in new ways to create programs that will better prepare students for jobs.

Enormous energies were spent in planning the joint degree AA Programs in Computer Science and Computer Technology in the first year. Between August and January, when the program became operational, 58 different meetings were held to address issues relating to recruitment, student financial aid, program design and remediation. From a group of 200 applicants, 50 were selected to enter the five trimester program in January. During the Fall prior to the opening of the program the students participated in a remediation program on Saturday mornings, and the voluntary attendance at these sessions was extremely high.

The faculty of Telco Institute joined the faculty on Pepperdine campus to teach for the program. The computer facilities of Telco became available to the students. When financial difficulties forced Telco to close in January, Pepperdine found many other proprietary schools that were interested in the program, and Control Data Institute is now offering the ongoing technical portions of the instruction. In fact, the programmed learning materials developed by Control Data combine in interesting ways to allow students individualized instruction at the same time that there is a high level of student-faculty interaction through the classroom teaching. Faculty act as mentors and counselors to groups of students in the program. The project is considering the practicality and costs of interinstitutional programs.

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University of Pittsburgh
Pittsburgh, Pennsylvania

The University of Pittsburgh is located in a complex urban setting that faces many economic problems. Over the years, as the institution has developed its own programs, it has become increasingly isolated from the community around it. Students who take some of the institution's programs are exposed only to theoretical learnings rather than the practical experiences. As a result, the Graduate School of Business is trying to bring the institution, community, and students into a new and revitalized relationship. The Student Consultant Project applies the resources of the University to the problems of the minority business community at the same time that students are exposed to practical business concerns.

In the initial two years of the project, the relationship between the institution and community was formed. Between 15-25 students participated in consulting projects each year. In the second and third years the pattern was developed whereby students spend one semester on the theoretical aspects of small business, one semester in the internship, and a followup semester to consider how the practical experience related to business principles. One credit is awarded for each semester of work.

Additionally, in 1974 the University offered eight workshops around issues facing the business people on such topics as taxation, labor management, etc. Another feature of the program has been the integration of new curriculum in the M.B.A. program based on the field experiences. Curriculum modules were developed in 1974 in economics, behavioral science and accounting to prepare the student more adequately for problems encountered during the internship experience. The consulting program has been fully operationalized and the challenge to the project now is to become completely integrated into a demanding M.B.A. program that allows few electives. Unexpectedly, the program received a contribution of $15,000 from three units within the University to support faculty research on the problems of the business community. As a result of the project activities, the Director has appeared on local television networks, and a local community group has become interested in efforts to renew the deteriorating business district.

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St. Cloud State College
St. Cloud, Minnesota

In recent years, many undergraduate colleges, both public an private, have considerably relaxed existing rules regarding course selection by students, generally providing them with a greater degree of individual choice for fulfilling degree, major, and concentration requirements. Advocates for these changes in curricular policy have principally argued that students will benefit educationally if they are provided greater responsibilities for determining their own programs. Little is known, however, about the actual impacts these changes in policy have had on students, the nature of course selections that students make, their sense of fulfillment and satisfaction and their eventual plans at graduation.

This project's purpose is to determine some of the effects of relatively free choice on students, as compared with the effects of a traditional program. Three years ago, St. Cloud initiated on an experimental basis a learning option within which students could earn a bachelor's degree without declaring a major and without regard to the corresponding course requirements. The Fund is supporting an assessment of the success of this program option, with regard to student growth and learning; a corresponding sample of students enrolled in the existing program are included in the study for comparative purposes.

Initially, it was expected that St. Cloud and State officials would defer decisions regarding the establishment of this degree option until the four-year longitudinal study was completed. However, in part as the result of initial returns on this study, the State Board has already approved this program as a legitimate degree option. The result of the study will, however, have a significant impact on the receptiveness of other institutes to this degree option and State officials in their first major review of the program, as well as other educators throughout the Nation needing information on the impact of such program policy changes.

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San Jose City College
San Jose, California

Federal and State agencies agree that efforts must be made to equalize the status of women in our society, particularly in areas of education and occupation. However, although the opportunities for women are improving, many practical and psychological barriers prevent the women themselves from taking advantage of some new opportunities. Inner city women frequently do not receive the financial help, day care assistance or personal encouragement needed to make the leap back into school after being away for many years. The San Jose area particularly characterizes the problem since three-fourths of the women are poverty-level heads of families, many of them without a career or postsecondary experience. The San Jose City College was the first community college to begin a program that responds to the needs of women in this area, and the intent of their program is to provide the encouragement and instruction needed so that women are prepared for family, work and social responsibilities.

The Women's Re Entry to Education Program started in 1973 with a small pilot group of women. The program was revised and improved in 1974, and is now being tried in other parts of the metropolitan area. The foundation of the program is a 10 unit per semester program in general education courses. One strategy of the program is that women go through the entire program with the same group so that they benefit from the supportive atmosphere of group life. Counseling and support services are major features built into the program to encourage and motivate the women to stay in the program. Some of the women who are participating have been away from school for 40 years, and the average number of years out of school is 16. These women are mostly single heads of families, high school or elementary school drop outs who live at poverty levels.

The project tries to help the inner city woman upgrade her self image, and educational preparation so that she can improve her personal and economic conditions. Through participation in the program it is hoped that women become aware of the need for life long education, and that through the skills they learn, some can get out of a welfare status into gainful employment.

In this third and last year the project reports that it has been influential in establishing a course as a part of the regular college program; has formed a speaker's bureau, using students, and also an Outreach Program in the Ascon Community; Throughout the year the project will endeavor to have its program completely absorbed by the College, and continue working with more than 100 students.

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Sangamon State University (SSU)
Springfield, Illinois

An upper-division university, Sangamon State, and a community college, Illinois Central, became concerned several years ago that students did not seem to personally integrate the experiences and content of general education. The lock-step nature of traditional B.A. programs, the course-by-course sequence of offerings, and the varying purposes for which students entered the programs all seemed to contribute to the problem. In 1972 the two institutions began to discuss the meaning of the B.A. in one discipline, history, and ways in which it could be more effectively taught. These preliminary discussions, and work with with a pilot group of students in 1974 led to a broad interpretation of the history degree--the idea that history is more than a mastery of events in time, and has much to do with a contemporary view of how a student sees himself in time and place. With the assistance of Fund grant in 1974-75, the institutions started defining competencies in four areas; contemporary history, self-understanding, functions of culture and the relationship between self and culture.

A coloquium taught jointly by faculty from both schools offered the setting for defining history outcomes and for testing out the competency-based approach and an informal group (called Bloomsbury II) of faculty from ten disciplines served as a source of significant ideas to the project. An invitational conference held in June 1975 also offered a forum for receiving ideas from other institutions. The experiences of the first year have pointed out the difficulty of drawing sharp distinctions between the skills, attitudes and knowledge needed in the field of history, and those necessary for a general education. Lincoln Land Community College has also become involved by collaborating with SSU to conduct a workshops for local Social Studies teachers and SSU history students on competency-based learning in the teaching and learning of world history.

In addition to continuing to evaluate and modify history competencies, the second year focuses on developing general education competencies (emphasizing basic skills), assessment procedures, and resources. The process of forming the B.A. in year one demonstrated the need for responding in competency terms to students at the A.A. and B.A. levels who are deficient in basic skills and require an approach to liberal arts which complements disciplinary, professional studies or vocational curricula. Planning and implementation of a competency-based multi-disciplinary "minor" option in the liberal arts at the upper-division level is under way.

The new program intends to be responsive to the varied educational purposes of students, while creating within history and general education, and between undergraduate and graduate education a more carefully articulated and integrated program. The project promotes cooperation among institutions, encourages experimentation on the part of their faculties, and offers a way to consider the integration of career training and liberal arts or general education.

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Seattle Central Community College
Seattle, Washington

Seattle Central Community College (SCCC) is the largest urban downtown college in the State of Washington serving more minority and disadvantaged students than all the other 26 State colleges combined. The college accounts for nearly one fourth of all minorities in the State system, with 46 percent of its student body 26 years of age or older, and over 50 percent seeking occupational programs. Only 5 percent of the student body comes to the college directly from high school which means that a lot of students have had work experience before entering their educational programs. Many individuals have had no means for receiving credentials, promotion or mobility and others have moved ahead without adequate preparation in mangement skills. The college would like to respond to these problems, but resources available for community colleges have been severely limited in the State of Washington. This is in part caused by the economic recession of the 70's, and unemployment, especially in the areospace industries located within this region.

To respond to the need for better occupational programs, SCCC started in 1974 to develop a competency-based certificate in management programs for selected urban careers: Day Care Manager, Health Care Supervisor (Nursing), Information Systems Coordinator, and Community Corrections Supervisor (Residential Treatment Center Manager). It is assumed that there is a common skill and knowledge base relevant to different levels of supervisory authority in each. The program is assessing and giving recognition to competence individuals have upon entry, as well as assessing those developed within the college setting.

To develop the curriculum needed for these careers, an interdisciplinary team from four divisions of the college, plus community representatives have been identifying core level competencies and objectives over the past year. The team has been working to identify and define levels of competencies, to develop course content and learning packages, to determine criterion-reference evaluation procedures, and to design appropriate assessment procedures.

This project is an attempt by Seattle Central Community College to provide alternative means of progression through the career ladder of selected urban careers especially with reference to the target group that this project would address--the older, lower income and minority inner-city student. The project provides a model for the design and measurement of competencies Moreover, the interdisciplinary approach to the identification of management skills has important implications in terms of applicability of this technique in other areas.

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Shenandoah College and Conservatory of Music
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Shenandoah College and Conservatory of Music is faced with the dilemma that today's students need and seek a great variety of course offerings and a small institution finds it impractical to offer the wide range of courses which would be desirable. Additionally, as part of its educational mission, Shenandoah is committed to developing self-directed learners who are able to exercise independent thinking and undertake their own continued learning beyond college years.

In order to diversify its course offerings and promote self-directed learning, Shenandoah is establishing a program in the social sciences based on the techniques of learning through research. In this comprehensive program, the student's independent study serves as a vehicle for acquiring the ability to locate, organize, analyze, evaluate, assimilate and apply information in the subject field; and for developing self-direction, the ability to think independently and formulate his or her own educational goals.

The project is proceeding in two phases. The first year of the two-year grant is devoted to the development of the courses, procedures and materials. Input from the entire faculty at Shenandoah is being solicited during this phase. Additionally, students are being recruited to participate in the program.

The second phase involves the actual implementation of the new courses, offering them as an alternative to traditional study. The complete program includes the following courses : Principles of Independent Study-Research, Organizing and Writing Reports, the Structure of Social Sciences, and Social Science Research Methods and Tools.

The project serves as an alternative to traditional academic courses in the social sciences and allows students to pursue their own educational goals despite a limited selection of course offerings. The effort in the social sciences serves as a pilot project which, if effective, may be adapted to other disciplines at Shenandoah. The course materials developed provide a model for other institutions that are interested in diversifying their curricula in this manner.

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Society for Values in Higher Education
New Haven, Connecticut

A typical faculty member learns and practices the art of teaching in relative solitude. On most campuses there is no established forum for inquiry, experimentation and collaboration on the practice and criticism of teaching. Systematic research on teaching and learning tends to stay within the provinces of specialists in these fields. The isolation of what is known about teaching and learning from the practice of teaching is widespread and distressing. In addition to faculty isolation there is a relative inattention of teachers to the structures that affect teaching. Furthermore, the current forces in postsecondary education inhibit teaching improvements at a time when they are most needed. For instance, the steady state or retrenchment of faculties leads to concerns about security when the greater diversity of student populations calls for new styles of teaching.

The Society for Religion in Higher Education seeks to stimulate institutional renewal at 16 institutions by focusing on teaching improvement strategies. Recognizing the importance of institutional commitment to improved teaching, the Society is selecting eight institutions from the Southeast and eight from the Midwest which have demonstrated their commitment to providing local resources and which seem ready to change as determined by their rating on the Institutional Functioning Inventory. (An instrument designed by the Educational Testing Service to measure a variety of functions relevant to the vitality of higher education institutions.) Each participating institution will assemble a team of one administrator, one student, and five faculty. The seven-member teams will rotate in the second year bringing in six new members with one held over from the first year. After an initial conference under the auspices of the Society in which various teaching improvement strategies are presented, the teams will return to their respective campuses to begin to work out an institution-based teaching improvement plan. The plan will be presented to the second meeting of the eight institutions for critique and modification. In the second year of the project the team will be implementing their change strategy and in the third year will report the success and or failure to the Society.

The goal of the project is to improve teaching practice through the development and implementation of plans at particular institutions. In the process, a common language for analyzing teaching will be formed. The project represents a collaborative model for receiving support and criticisms, and if it is effective at the 16 institutions selected, it will have considerable claim for being one of the most cost-effective approaches to institutional renewal.

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University of Southern California
Center for Multidisciplinary Learning Through Simulation
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During recent years, many educators and students have become disillusioned with traditional teaching methods. Apathetic and bored students complain that much of what occurs in the classroom is irrevelant or becomes quickly outdated in today's rapidly changing society. Such criticisms raise questions about the value of present curricula and the efficacy of instructional techniques. Changes are needed in educational approaches to provide more appropriate experiences to expand the mind, stimulate inquiry, arouse curiosity and provide resources for finding answers.

Gaming simulation, a process of learning by discovery, provides a dynamic method for communicating ideas, skills and knowledge. Within a setting designed to replicate real world situations, participants attempt to achieve certain goals or outcomes. This is the second year of Fund support for the establishment of the Center for Multidisciplinary Learning Through Simulation to facilitate the use of simulation games in the University curriculum and to participate in the design and evaluation of gaming techniques.

Within the University, the Center is assisting faculty in designing and incorporating gaming simulation exercises in the curricula of several departments, training faculty in the use of the materials, and establishing a gaming simulation resource library. In addition, the Center has initiated communication and provided training for educators throughout the country in the techniques of gaming simulation, and has helped them in evaluating, refining and applying existing gaming exercises. Services of the Center are also available to public agencies and civics groups which desire to use gaming simulation as a means of improving dialogue on public policy issues.

By providing a full range of services including research, evaluation, dissemination, training and public services activities to a wide variety of clientele, the Center is making an innovative contribution to the effectiveness and diversity of postsecondary education.

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Southern Illinois University
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In most competency-based systems, certification that a student has demonstrated a competency means that he possessed that competency at one time; not that he can still demonstrate it at the end of his school career, at the end of a year, or even the day after the initial demonstration of the competency. However, one of the assumptions underlying the development of schools is that education prepares students for life beyond the educational environment. This is especially important in some professions, such as the medical field where forgetting an important skill may have a disastrous effect.

Southern Illinois University School of Medicine is concerned with the retention of medical competencies acquired by their students. Since the undergraduate medical curriculum at the School of Medicine is already a fully functioning competency-based system, they feel that the development of a competency maintenance system is their next priority. The project staff are not only concerned with the retention of competencies, however, but also with the transfer of competence from the classroom to the clinic. The staff feel that to insure that students maintain and apply competencies that have been learned, the curriculum should contain opportunities for students to release previously learned essential competencies in the classroom and in the clinic. Likewise the competency-based curriculum should provide a means to assess the students' maintenance of competencies and their transference to clinic situations.

The project staff is identifying the competencies to be built into the maintenance system by having faculty rank objectives according to how important they are to maintain. This information, plus that acquired from a literature search is being used by a small working committee in the formulation of a final set of maintenance objectives written in behavioral terms.

Southern Illinois University School of Medicine plans to develop assessment techniques to test students on the maintenance of competencies based on a survey of literature, and visits to selected institutions that are effectively using non traditional assessment tools. From this information, the School of Medicine will formulate and evaluate assessment procedures; develop pilot instruments; and assess their validity, reliability and efficiency.

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Southern Methodist University (SMU)
Dallas, Texas

Traditional, formal MBA curricula have graduated students who are proficient in analyzing theoretical problems, but lack practical experience and skill in discovering problems, planning how to solve them, and carrying out the solutions. For that reason, the School of Business Administration at SMU has been emphasizing "learning by doing." Students and faculty have reacted positively to these methods, but they have had difficulty describing and evaluating the outcomes of learning. The School needs to understand better how the experiential learning process works, how it can apply methods more effectively, and how to allow for individual differences in learning styles among its students.

Up until now, the school has engaged in experiential learning by offering individual projects, a clinic, games, internships, and special courses. In the next three years it will take further steps in these directions. First the faculty will expand research efforts in order to learn more about experiential learning in general. Then they will design and plan an experimental program based entirely on experiential learning for 30 (out of 200) MBA students. During the second year of the project, the program will be implemented. The final year will be spent in evaluation of the project and dissemination of the results. Part of the dissemination plan includes publishing the project findings and conducting a national conference on experience-based learning in the spring of 1978.

The School seeks to accomplish four major outcomes through this project: 1) to demonstrate the potential for successfully conducting an entire MBA program designed solely around an experience-based learning; 2) to develop a more operational understanding of the experiential learning process, including sources of variability among students; 3) to develop a written set of simple methods for designing, conducting, and evaluating experiential learning systems; and 4) to develop guidelines and methods for considering individual learning style measures in academic and career counseling. Evaluation of the project will be based both on performance and reactions from the students involved in the experiment and on feedback from people who react to reported outcomes of the project.

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Southwestern University School of Law
Los Angeles, California

Legal education, like much of professional education, has been forced in recent years to reexamine the process whereby students are taken from a novice status to that of a competently prepared professional. The examinations of legal training have resulted in numerous recommendations for changes--early involvement of students in the clinical aspects of the profession, shortening the period of time required for certification, increasing specialization and training within the profession.

Southwestern University School of Law has initiated a unique program to totally redesign the curriculum so that students are confronted with an early and intensive exposure to the central concepts of the law and are able to complete the necessary classroom instruction within two calendar years. By rewriting the course materials for legal education, the School is providing an alternative approach to the casebook method of study which dominates legal education today. In the new curriculum students first attend to core legal concepts, e.g., doctrine of risk, concept of mistake, concept of title. With an understanding of the meaning of these central concepts, the student then confronts potential cases in ways experienced by the practicing lawyer. Thus, the segmentation of the law into discrete courses such as Torts and Contracts is eliminated, and the student confronts issues in ways they normally exist for the practicing professional.

Course materials for the first year's curriculum have been developed and the first entering class of students to try the new program has been selected.

The program provides a radical alternative both in method and time to the traditional legal education most commonly available. By providing a time-shortened degree option for its students, Southwestern is also testing the appeal and effectiveness of this condensed form of professional education.

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Staten Island Community College with SUNY - Stony Brook

Staten Island, New York

In order to provide a more realistic, practical and experiential education and to simultaneously serve community needs, Staten Island Community College and the SUNY at Stony Brook have jointly formed a new program. The project is designed to integrate community learning sites, inter-disciplinary faculties, and problem-focused curricular offerings to give students options for employment in the areas of youth and family services, corrections, social work, counseling, recreation and related social service careers or graduate careers in the social and behavioral sciences and law. Each institution is developing a Youth and Community Studies curriculum with a Director, core faculty and an Advisory Board necessary for the program implementation in a given area.

Faculties drawn from various disciplines are joined at the community sites by adjunct faculties. The curriculum has a problem focus, with credit accruing after successful completion of a student-faculty developed academic year plan. The plan consists of selection among problem-project offerings, e.g., "community analysis" and other courses in the college or university. At Staten Island, some 40 students are enrolled in the program at the campus, 17 are enrolled in Bedford-Stuyvesant, 14 in the Lower East Side's District I School, and 15 are enrolled in the East Flatbush-Downstate Medical Centers. At Stony Brook 45 students are invited into a wide range of communities for planning, evaluation and community education activities. Some 11 departments and programs (from English and Black Studies to Nursing and Engineering) are ready to associate with a proposed Collegiate Center for Community Studies. The Center will continue core programming for the Program in Youth and Community Studies (the Fund Project) and expand with a freshman seminar program, thematic clusters and adult continuing education.

As a joint effort of CUNY and SUNY, Stony Brook agrees to accept all credit acquired by students enrolled in the program at Staten Island Community College toward a B.A. degree at Stony Brook. Unlike many partial adventures into experiential learning in the name of 'relevance,' the two institutions are making a significant commitment toward a distinctive model in which the various elements--community participation, faculty, and curricula--all interrelate and point toward a well-defined set of employment objectives and social skills. The project is having an impact on the host institutions, and could have impact as a general strategy of undergraduate education for students in the social sciences.

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SUNY - Binghamton (Harpur College) and Broome Community College
Binghamton, New York

Harpur College is concerned with the problem that in recent years employment opportunities have become very limited for new liberal arts graduates who are without immediately marketable skills. At the same time, the increasingly complex requirements of business and industry, and the greater awareness of the value of personal enrichment have strengthened the need for the broadly humane objectives of liberal arts studies. For the liberal arts student who wants greater educational breadth, and faces the realities of the job market, no solutions economical of time and money currently exist at the college level. In response to this problem Harpur College and Broome Community College have initiated a Joint Degree Program based upon the cooperative use of the unique strengths of a University Center and Community College in the same community, without duplicating in either institution, features basic to the other.

Through the Joint Degree Program, the student is able to earn two degrees -- a B.A. and an A.A.S. -- in the normal four-year college period, at about the same cost to school and student. The A.A.S. is available in ten different fields. Academic credit for a maximum of 32 hours of professional plus practical courses from Broome (with a limit of 12 hours for practical credit) is accepted toward the B.A. Students present their Joint Degree plan to their institutional advisor, and to a Joint Degree Committee. The Program addresses administrative issues, such as procedures for dual registration. Building on a small pilot initiated by the Chancellor in 1973, the current project is being expanded and new arrangements explored. In year one a small number of students started the Program and 15-20 will participate in the Program in 1975-76.

Many academic possibilities for joint enrollments are being explored, and some practical issues such as the transportation arrangements between the schools are being faced. The project personnel have learned that intensive counseling is required in the construction of individual student programs as a result of meeting a dual set of requirements. One dimension of the project that is being closely evaluated is the attractiveness of graduates of the project to employers. The goal of the project is to establish the Joint Degree Program on an on-going basis as a normal educational option of Harpur College and Broome Community College, and to develop other valuable cooperative efforts between the two schools.

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SUNY - Empire State College
Saratoga Springs, New York

College presidents, State legislators, and others responsible for making choices among competing demands and programs for the allocation of scarce dollars frequently complain that they lack the basis for making these decisions rationally. Much is known about the costs of various inputs into education (faculty salaries, classrooms, room and board expenses) and something less is known about the outcomes (how many students graduated, with what degrees). However, very little is known about the relationship between costs and the desired outcomes of educational programs.

This project is a major attempt to develop and implement measures that relate costs to program outcomes -- that is, measures of cost-effectiveness. The measures were first developed with respect to Empire State's program; and take into account the innovative features of this program -- assessment of prior learning, individualized and off-campus programs of study, and the predominant "mentoring" and advising roles of the faculty. Now, having developed a manual of the instruments utilized at Empire State, the project team is testing the value of these measures at three other institutions that also have a diverse set of programs and students.

By the end of the project's third year, a revised handbook of instruments and guidelines for their use will be available for use by other postsecondary institutions. In addition, an evaluation of the project, including a determination of the use of these measures for decisionmakers at campus and State levels, will be completed.

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SUNY - Stony Brook
Stony Brook, New York

Faculty in universities are asked and agree to perform three broadly defined roles: teaching, research and service. For most, this means working with undergraduates and graduate students; researching and advancing the state of knowledge; and serving on departmental, institutional and community committees. Often these roles have diverse kinds of technologies and require a wide variety of talents, interests and behaviors, a number of which may be incompatible with one another. It is rare that a faculty member either likes or possesses the ability to perform well simultaneously in all parts of the role. For example, some faculty give less effort to teaching responsibilities and hence teach poorly; on the other hand, some faculty teach well, but are constrained by the role to spend considerable time doing research in order to meet the publications requirements of their institutions. The assumption that an individual should execute all roles equally well contradicts research findings that individuals perform best in areas which interest them and in which they have some talent and skill.

At SUNY-Stony Brook, a project is under way to study the preferences of faculty for various tasks and combinations of tasks as a way of informing the restructuring of the academic organization. Such reorganization should result in the creation of more and varied career tracks for faculty and should increase their productivity and satisfaction.

In 1974-75, 320 discrete activities were identified as comprising the three major faculty roles--teaching, research and service. A questionnaire was drawn up and mailed to a random sample of 2,400 faculty at six large State supported institutions. Based on survey results, new aggregates of tasks (roles) were derived from the personal preferences of faculty. Preliminary work in developing scales to measure faculty role preferences has been done. Comparisons are being made across professional fields and by sex and rank, and a report is being prepared. Institutions interested in using the survey instrument to diagnose faculty role preferences and reorganization possibilities are being solicited.

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Syracuse University
Syracuse, New York

In recent years, Syracuse University has initiated major efforts in academic innovation including the development of new courses, new curricula, flexible credit and continuous registration systems. However, what has surfaced as a critical dilemma is that academic innovation cannot occur unless the administrative support and record systems facilitate creativity by permitting new course and learning patterns to be easily implemented. The problem of innovation in academic services is an important one as it directly relates to the needs of an increasingly diverse student body requiring alternative learning activity in postsecondary education to achieve both personal and professional growth.

Over the next two years, Syracuse is receiving Fund support for its development and full implementation of a new administrative support system designed to resolve this problem and also to engage in a major dissemination effort. The new, on-line teleprocessing records system provides Syracuse with the following capabilities, among others: quick and continuous updating of student information; course offerings, class lists, and grades on a dynamic schedule; continuous registration and scheduling; up-to-date transcripts; and current data which can be used for analysis and policymaking purposes. The new system eliminates unnecessary redundancy in the current system, increases the timeliness and flexibility of record keeping at Syracuse, and requires fewer personnel to operate than the present system.

The tasks necessary to make the system operational include preparation of programming specifications for the new system, writing the programs, conducting tests to determine whether the program logic is workable, installation of the system, phasing the system into normal production support, and reorganizing staffing and training personnel to accommodate the system. In addition to implementing the system, Syracuse is utilizing the Fund award to carry out a major dissemination effort, so that other interested institutions can adapt the system to their own needs. Open houses are being held at Syracuse, national presentations and reports made for various associations and organizations, and seminars for registers and administrators are being sponsored. Ultimately, the new, more flexible records system will facilitate the creation and implementation of innovation academic programs.

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Syracuse University Research Corporation
Educational Policy Research Center (EPRC)
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In recent years a number of colleges and other postsecondary institutions have undertaken efforts to formulate learning outcomes in terms of the "competencies" learners are expected to acquire. Once defined, these statements of competence have provided the basis for initiatives which have revolutionary implications for American education; the teaching of general skills (e.g. problem-solving, analytical reasoning, communication) and academic subjects in new ways: examining students for their ability to perform various tasks, as well as their knowledge of subjects; and awarding credits and degrees for knowledge and skills achieved, regardless of how, when, or where they were acquired. (The Fund itself has given legitimacy, visibility, and several million dollars of support to this nascent movement).

The Educational Policy Research Center is undertaking a three-year project to gather and analyze information about the evolution of competency-based programs. The intent of the project is to show how people in different settings conceive and put into practice their own approaches to competency-based learning, to expose and analyze the issues and problems they encounter, and to assess the impact of their approaches. Eight different programs have been selected as case studies. A project team drawn from various, institutions, regions, and disciplines investigates the different programs. Each member of the team has responsibility for field visitations and the write-up of a particular competency-based program as well as participation in the overall team effort to develop generalizations across programs.

The results of the project will include case studies of the evolution of competency-based learning in different settings; a synthesis of the way these programs have been conceived and implemented and the critical issues associated with that process; and statement of the applicability, usefulness, and limits of the mode of information-gathering and analysis employed in the project. In addition, project team members are providing feedback to the programs under investigation, and the leaders of these programs are being brought together with the team to discuss the critical issues that have emerged in the research effort.

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Syracuse University Research Corporation
Regional Learning Service
Syracuse, New York

Large numbers of adults wish to resume their education, enter the post-secondary education system for first time, or make career changes; but they lack the information, counseling, and support necessary to make well-considered choices.

In Central New York the Regional Learning Service (RLS) has identified four groups with particularly urgent needs for educational and career counseling. These are persons without high school diplomas, without college degrees, women, and disadvantaged populations. In response, RLS has in the last two years initiated a brokerage service by creating inventories of community-based educational resources, by forming liaisons with the groups identified, by training counselors, and by initiating the brokerage operation. In the past year RLS operationalized its program, experimented with fee structures, and learned that although they can serve clients successfully, they have to develop a larger base of operation for the project to survive.

This year they will conduct an extensive outreach effort in order to make the most effective use of their resources. Since their learning consultants (advisors) are part-time, they are paid on a client basis, allowing much flexibility in the operation. Most of their clients are between 22 and 45 years of age, 67 percent is female, and 44 percent has had only between 9 and 12 years of school.

RLS will also continue to promote a dialogue between other projects supported by the FUND that face similar issues.

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Tennessee Higher Education Commission (THEC)
Nashville, Tennessee

The current formula for State fund allocation in Tennessee recognizes both level and kind of institutional program activity and represents improvements over previous allocation methods. The formula has a number of strengths--simplicity, equity, objectivity. But the formula can also be criticized on several points. Prominent among these is that the allocation process does not provide any incentive or reward for improvements in performance. In response to the increased interest on the part of the legislators and State government officials for more effective budgeting procedures, and to governing board and campus officers for improvements in the allocation process, the Tennessee Higher Education Commission is conducting a two-year project to explore the feasibility of allocating some portion of State funds on a performance criterion.

A broad base of involvement is planned. A national advisory panel has been appointed and consists of eight prominent authorities from around the Nation. Established in 1974-75 to guide planning of the project, a State advisory committee of institutional administrators, governing board representatives, two legislators, and the Commissioner of Finance and Administration will continue in an important role.

At both the statewide and the institutional level, the project will explore the development of performance indicators of three different types--environmental indicators, effectiveness or outcome indicators, and efficiency or productivity indicators. During the 1975-76 year each institution is being invited to submit a pilot proposal for the development of performance indicators related to its role and mission. Pilot proposals will also suggest ways in which the State appropriations process might reward performance. Those proposals approved by governing boards and forwarded to THEC will be further reviewed by a statewide screening committee and a panel of consultants from out of State. It is anticipated that funding will permit the support of a pilot project at each institution--if the proposal satisfies review guidelines and criteria. Results of these pilot projects will be used to evaluate the potential for incorporating selected performance indicators into the appropriations process.

The outcomes of the project will include (1) the development of performance indicators at the statewide level and methods of rewarding performance on these indicators; and (2) the development of performance indicators at the institutional level and methods of rewarding performance on these indicators.

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Temple University
Philadelphia, Pennsylvania

Within the greater Philadelphia area live one million adult women whose opportunities for skilled employment and self-fulfillment have often been limited by the interruption of their education. Many of these women find themselves struggling to fit into educational systems which seem totally unresponsive to their special predicament-- a predicament which may include a lack of confidence; lapsed learning skills; minimal identification with younger students; conflicts between students and family responsibilities; and struggles, within themselves and with others, about women's roles.

In 1970 Temple University initiated a program of Continuing Education for Women (CEW) to bring special programs and services to this group. When the program started in 1970, 750 students were enrolled, and by the spring of 1974 this number had more than doubled. Realizing that large numbers of women were returning to other area institutions as well, Temple proposed to form a network among five area institutions to serve the needs of adult women who seek personal and career growth through education.

The network, the Regional Continuing Education for Women Program (RCEWP), consists of Coordinators at Bucks, Phildelphia, Delaware and Montgomery County Community Colleges along with the Director of CEW and a full-time Project Coordinator at Temple University. Coordinators at each site worked during the first year to develop and integrate services for women on their campus to heighten the awareness of faculty about women's programs, to counsel students, to inform the community about the programs, and to arrange special workshops for women. Another important facet of the project is in-service training sessions which were held at various institutions on such topics as Self Development and Employment of Mature Women. A "Women's Day on Campus" was held on all campuses; publications have been developed, i.e., the "Guide to Higher Education Resources in the Philadelphia Area for Women." In the coming year, in addition to continuing development on individual campuses, the network is reaching out to other institutions through training sessions and a newsletter.

Major goals of the project are to involve a higher percentage of adult women in the four-county area in some form of education; to sensitize administrators and faculty at institutions about the need for programs and policies relating to women; and to gain recognition for a variety of forms of study. The programs at each site are becoming integral parts of their institutions, the network hopes to serve as a model for other institutions in the six-State region in which it is located.

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Union for Experimenting Colleges and Universities (UWW)
Yellow Springs, Ohio

Many students in secondary schools, particularly seniors, are under-challenged. They are encouraged to accept a prepared plan of work rather than become independent learners. They conform to the expectations associated with their class level, rather than extend themselves into new areas. Boredom, in turn, breeds other problems. The waste, for both the individuals and for society, is considerable.

Recognizing these problems, the Union for Experimenting Colleges and Universities has designed a three-year project to test the significance and feasibilities of high school/college transition programs. Under the leadership of the staff of the Union for Experimenting Colleges and Universities, programs have been instituted in San Francisco, Minneapolis, and Baltimore. In each area, students from local high schools have been selected for participation in college level work at nearby colleges and universities.

The approach taken by UWW differs from earlier efforts--such as advanced placement--in that students participate, not in traditional college courses, but in experimental University Without Walls programs which are being hosted by colleges and universities. Thus students are demonstrating not only their capacity for advanced college work, but their capacity to engage in self-directed and experiential learning opportunities. Students who do successful work receive their high school diplomas as well as credits and other learning benefits from their college-level experiences.

A National Advisory Board is responsible for designing and undertaking an assessment of the problems and prospects for their approach. In addition to information concerning what kinds of students respond to and profit from this approach, information is being gathered on the barriers to effective high school/college cooperation, and ways these barriers might be overcome.

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Universidad Boricua
Washington, D.C. and New York, N.Y.

Even though 60 percent of the Puerto Rican population in the mainland U.S. is located in the New York City metropolitan area, it was not until 1973 that a Puerto Rican postsecondary institution--Universidad Boricua--existed to serve this population. The idea of cultural pluralism has usually meant that more ethnic groups can attend traditional institutions. Yet many of these students are underprepared or alienated by their experiences, and drop out of school after gaining access for the first time. More importantly, many ethnic students do not want formal degrees. For those Puerto Rican students who want to determine the purposes of the education and want an environment that is sensitive to their ethnicity, the Universidad Boricua started by developing a one-year liberal arts curriculum in four areas. These curricula are designed in consonance with the hypothesis that students, generally--and Puerto Ricans in particular--experience greater achievement in a learning environment which takes into account their skill levels, cultural background and career aspirations; and in which they, themselves, have control and responsibility for their education.

While the new institution has been caught up with developing the new programs, there has not been much time for long-range planning. The institution lacks the financial assets of traditional institutions to gain time for planning efforts. But in order to insure its survival, Universidad Boricua must secure and develop the management and financial aspects of the institution.

The institution has three objectives for the coming year. One is to develop a plan for 1976-80 that includes projects of likely revenues from fund raising and student tuition, and administrative and institutional needs at various enrollment levels. A panel of non-traditional educators will react to the plan and offer suggestions. A second goal is to begin long-range fund raising by seeking student assistance, institutional assistance, and by developing the placement services needed to support a target enrollment of 200 students. A final goal is to initiate accreditation procedures in order to insure the long-range stability of the institution. Additionally, procedures are being developed for transferring credit to other institutions, and translating life experience into credit equivalents.

The Universidad Boricua is a model for other community-based groups that struggle with the question of how to become self supporting in a traditional system. It tests the feasibility of non-traditional education for minority students, and if Universidad Boricua gains accreditation status, it will break the way for many other community-based institutions to operate in a traditional system.

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Division of Instructional Development
Logan, Utah

At Utah State University faculty development and the improvement of instruction already have considerable support. The University committed itself in 1970 to a Division of Instructional Development which uses a systems approach to identify curricular and classroom objectives. Specific achievements include the development of interdisciplinary modules for self-paced learning. The Division has accomplished an increase in cost effectiveness of development money, partly through the use of a well articulated model for instructional development. The model distinguishes "awareness activities," including the dissemination of ideas and results; "faculty support activities," including consultation and "mini'grants" to support limited faculty proposals; and "instructional development activities," including full scale Development Grants and collaboration with faculty in major efforts. The small scale and the problems of scarce resources at Utah State have led to a primary emphasis on internal changes, rather than on the regional or national efforts which interest instructional development centers in some larger settings.

After several years of operation, the Division of Instructional Development is undertaking a project with two related objectives. First, the Division is continuing a review of its efforts. The review involves an external evaluator, a survey of general faculty awareness of the Division, and an extensive systems analysis of its functions. Second, a new dimension, a fourth phase, of the Division's model is being implemented. The Division is adding a dimension of departmental planning to its activities. To date, the best results of faculty development at Utah State have been individual or personal rather than programmatic. The new departmental efforts recognize the reality of the Unversity's organization and its existing resources. The aim is to alter departmental missions and to avoid isolating genuine innovations. The Civil Engineering Department was first selected to field test the new emphasis. Data on student and faculty perceptions of the Department's goals and performance have been collected and evaluated. A full needs assessment has been accomplished which takes into account faculty, student and employer inputs. Now a second department, the Wildlife Department in cooperation with the whole College of Natural Resources, has contracted for support. Departmental development in these cases will become models for change throughout the University.

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University of Utah
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There has been an enormous expansion of public-supported social service programs during the past decade. Intended to reduce the effects of poverty and raise the overall quality of American life, these programs have generally fallen short of their original objectives. While a full analysis of their performance might emphasize the significance of factors external to the programs themselves, the quality of program management has been an important contributing factor to their inadequate performance and to their own public image. Agency personnel have frequently lacked administrative experience or training.

Many of these programs employ individuals recruited from the client population to work as paraprofessionals. Agencies at all levels of government have been encouraged to employ such individuals and have found their contributions quite valuable. However, the paraprofessionals have often been frustrated because they lack the skills and credentials for career development. Yet the cost of degree programs is prohibitive and evening programs require heroic perseverance. If anything more is to be gained by this employment policy, significant numbers of paraprofessionals must come through the ranks of policy management and policy-making.

The School of Management and the Human Resources Institute at the University of Utah are designing an experimental program that can contribute to the resolution of both problems: inadequate administration in public social service agencies and the blocked careers of paraprofessionals. The program recruits paraprofessionals into a B.A. program from agencies that have the potential for management positions and uses the vacancies thus created to provide internships for full-time management students.

Although the program is small, at present enrolling only 20 paraprofessionals, it may prove to be a cost-effective model for preparing people for public service careers. Moreover, the internships are being used to study the competencies required for effective management in these agencies. Once identified, these competencies will be the basis for a revised curriculum and for performance assessment procedures that will permit recognition of learning that occurs outside of the classroom. This will theoretically reduce the costs of obtaining a degree and enhance the possibilities of career advancement for paraprofessionals.

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Vermont State College
Burlington, Vermont

The State of Vermont is confronting a problem common to many States--more people want education than are getting it. The problem is exacerbated by the mountainous regions of the State, conditions of rural poverty and the low level of schooling of many individuals. Traditionally here, as elsewhere, colleges, businesses and agencies have pursued individual education programs rather than integrating their efforts to serve learners. The State does not have the funds needed to create new programs and does not wish to duplicate the resources that are already available. The Community College of Vermont has had some success in reaching the unserved, and now proposes to work with the Vermont State Colleges to coordinate efforts to reach learners. The Community College of Vermont will help to assure the quality and effective usage of non-collegiate groups in education. The project is forming a cooperative network of existing agencies and services of the non-collegiate sort to bring education to unserved populations and to avoid the capital and overhead outlays usually associated with such an approach.

The Chancellor's office, working with the Community College of Vermont (CCV) is developing an administrative framework for the proposed network of sponsors. The indications of interest are being solicited from potential sponsors (agencies, businesses and institutions) in Vermont. An intentional effort is being made to get representatives from business, vocational centers, and agencies, and to include projects concerned with delivery of education services and assessment. A select number of applicants are being invited to write a plan and develop a service delivery contract with the Vermont State Colleges system through the Community College of Vermont. Once a contract is signed, the role of the Chancellor's office and the CCV becomes that of monitor, auditor, and evaluator for renewal at the end of the yearly cycle, while the role of the successful applicant becomes that of educational sponsor in the network organization. Five sponsorships are being granted in year one, and a minimum of seven more will be awarded in year two. Additionally the network will: (1) serve at least three areas of the State which have been classified as "low access" areas, (2) serve areas in which 80 percent of the learners indicate that no other postsecondary services are available; (3) develop an educational ladder for external degree students; and (4) renew sponsorships on the basis for performance.

Specific project objectives are: (1) to develop an administrative framework; (2) to develop the planning/contracting process; and (3) to develop and evaluate varied learning delivery models. The ultimate goal is to form, through a planning and contracting process, a series of organizational linkages (network of sponsors) which ensure a wider delivery of learning opportunities, a diversity of delivery models and increased access.

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Virginia State College
Petersburg, Virginia

As the roles of State and local governments expand, more professionals trained in public service are needed. In Virginia, 60 percent of the employees currently occupying public service positions has received training outside of the State. Not only are State personnel largely trained in other States, but out of 122,504 students enrolled in four-year institutions in 1973, only one percent was engaged in off-campus learning. At a conference attended by 30 Virginia institutions in 1973, 90 percent of the participants wanted to expand off-campus study for students, and 80 percent felt that work-study opportunities should be available in State governments as well as at institutions. In response to this interest, the Virginia Program was organized to promote the relationship between postsecondary institutions and public service agencies thereby creating opportunities for students to combine learning and experience. Simultaneously, individuals trained within the State might be attracted into public service jobs.

The Virginia Program is a voluntary consortium of higher education institutions within the State that promotes and facilitates the integration of formal learning and life experiences through internships. Internships are arranged that relate to a student's academic program. In the first year of the project a survey was conducted of opportunities in State government, resulting in internship programs within seven State agencies for 168 students. The project personnel visited 14 of the 35 State institutions to advocate and assist in the development of internship programs. Contact was made with eight other institutions and extensive consultation was conducted with four. A conference attracted 28 of the 35 State institutions to discuss forms of internships. The project personnel were called upon to discuss their State model at a national meeting, and they have already assisted three other States in the development of similar models.

Two major activities in the coming year include securing an increased number of internships, and conducting a study of the manpower available through students for future public service jobs. Now that the project has stimulated a general interest in internships, a number of local workshops will be held on campuses throughout the State to provide technical assistance to faculty who will administer the programs at their institution.

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Wenatchee Valley Community College
Omak, Washington

Until a year ago, a large remote rural area of Washington State was not having its postsecondary education needs met even though it is part of the community college district and surveys showed great interest on the part of the local population which includes Indians of the Colville Reservation. Great distances between individuals, difficult weather, and high cost had become insuperable barriers.

In response Wenatchee Valley Community College developed an independent educational brokerage service in the region which provides and arranges individualized postsecondary education for clients. A center is staffed by three full time faculty and adjunct faculty who design individualized non-traditional learning modes using all available resources for the community. These have included the shops and labs of the local high schools, the meeting facilities of other community agencies, and the county hospitals and clinics for developing a practical nursing program.

In the last term of the first year, the project served over 500 students. Techniques varied from the traditional courses at the Omak Center, to faculty driving over the mountain passes on a weekly basis to a remote village to offer postsecondary services.

Wenatchee Valley Community College is picking up 39 percent of the cost of the program in the second year. In order to maintain the individualized nature of the service as it is converted to a State supported program, new formulas for pricing non time-based, individualized instruction and compensation to faculty are being developed.

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Wesleyan University
Middletown, Connecticut

Many students throughout the country suffer from what can be called "math anxiety," a feeling that one's aptitude in mathematics is inadequate to permit him or her to take further math courses or even do quantitative work. The greater flexibilities of baccalaureate requirements in recent years have allowed students to go through college without taking a single math course, and without having to challenge their fear of the subject. A group of faculty and administrators at Wesleyan University has noticed that this phenomena occurs more frequently in the cases of females and older students who are resuming their formal education. The project will study the origins and manifestations of math anxiety while searching for a cure.

The primary activity of the one-year project is the establishment of a Math Anxiety Clinic, staffed with both math faculty and counselors, on the Wesleyan campus. This clinic has five functions: 1) to run mini-courses designed to overcome math anxiety for self-selected undergraduates; 2) to run similar mini-courses for self-selected adults; 3) to sponsor mini-courses on the role of mathematics in our culture; 4) to furnish a computational skills lab for students needing help in quantitative courses; and 5) to organize two regional conferences on the subject for educators at all levels.

It is hoped that this Math Anxiety Clinic will combat math anxiety and avoidance for students who are blocked from further study in the subject, compensate for math disabilities among students who need help in catching up, and increase math fluency among the students on campus. Evaluation of the project will consist of studying the effects of the clinic, and analysis of the teaching of mathematics at other schools. The results will be reported at the second of the regional conferences.

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Western College Association
Mills College
Oakland, California

In 1972, the Western College Association (WCA) which represents and promotes the welfare and interests of 120 colleges and universities appointed a group of eight faculty members from member institutions to explore issues relating to the baccalaureate degrees. A list was then submitted to representatives from member institutions who determined that of all the outstanding issues needing study, the meaning of the bachelor's degree should receive priority attention. What does a student get out of college beyond the prestige accorded the degree? What is the operational meaning of the B.A.?

As a response to the faculty's concern WCA submitted a proposal and received a Fund grant for a study of the learning associated with a bachelor's degree program. Ninety institutions were divided into nine groups of 10 institutions each. Each group provided data for one of nine fields of study including the humanities, natural sciences, social sciences and applied fields. Altogether about 2,000 faculty members and 2,700 students contributed data for analysis. The study hopes to reveal whether certain fields are tightly integrated at various institutions or are looser amalgamations of various elements of knowledge. The second stage of the study involved asking faculty to describe the general and particular competencies they expect students to have acquired by the completion of the course. The final stage of the study entails student analysis of their own performance with respect to the competencies faculty members deemed important.

The goals of this eight-month study includes the examination of programs of study across institutions, and the disparity between faculty expectations and student performance. While all of the results are not yet available, some preliminary conclusions are emerging. First, there seems to be little coherence in the substance and structure of academic programs in the humanistic and social science fields. Not surprisingly, the investigator found a higher degree of cohesion within the natural and applied sciences. There may be many reasons for this discrepancy, some of which are explained by the licensing procedures for these fields. Nevertheless, among the 90 institutions sampled, there seems to be little "commonality" among the major field and the general education requirements. Secondly, the study indicates a lack of congruence between faculty expectations of student performance and student perceptions of their own intellectual development. Among the most significant findings is that while faculty teach with the expectation that students will discover and appreciate the contributions a particular field makes to understanding society, students report that they are no more appreciative of the discipline as seniors than they were as freshman. The final report of the study will be submitted to the Western College Association, to aid in policy discussions about accreditation and institutional evaluations.

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Western Washington State College
Fairhaven College
Bellingham, Washington

In the last decade access to postsecondary educational opportunities has been extended to many new clientele. However, one large group that remains vastly underserved is the older adult. This problem is, in part, a reflection of prevailing attitudes in our youth-oriented society. The homogeneity found among traditional age college students places limits on the range and quality of experiences available to the students, faculty, and staff of postsecondary educational institutions. An increasing proportion of our population is active older adults with much to contribute and much to gain from interaction with other generations within an educational setting. One of the major challenges facing postsecondary education now and in the future is to determine the extent to which it can address the needs of the older adult learner.

Fairhaven College is one institution that has sought to meet this challenge. In 1973 an intergenerational living and learning effort called "The Bridge Project" was initiated with the assistance of a grant from the Fund. A group of about 30 older adults moved into converted dormitory space on this small cluster college campus. In addition to the older adults and traditional age students, Fairhaven campus also includes a day care center and a specially recruited group of middle-aged students. The primary focus of the Bridge Project has been the integration of the older adult learners into the academic, residential and social life of the campus. In addition to sharing classes with other learners, the older adults have served as resource persons and as teachers of individual classes and in some cases, entire courses. Such interaction has served to enrich the learning experience for the faculty as well as the students.

Now in it's third year, The Bridge Project has pioneered in efforts to address some of the problems which emerge in such an intergenerational program. How do you select older adult learners? What are their needs? How are residence and academic costs met? How do you effectively involve faculty and younger students in the integration effort? The project has supported legislative action which did reduce tuition costs for students over the age of 60. Much has and is being learned concerning these and many other questions which the postsecondary educational community must be addressing.

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Whitworth College
Spokane, Washington

Most liberal arts college students have very little contact with adult leadership in the community. Their education consists mainly of learning from books, and as a result, they do not have the opportunity to see how our society operates.

Whitworth College, a small liberal arts institution is responding to this problem by bringing talented community leaders to the campus. On a trial two-year basis, Whitworth is offering a series of approximately 30 mini-courses for academic credit taught by non-professional educators and community leaders who in their vocational roles apply the intellectual concepts and competencies of a liberal arts education to the current issues and problems of our society. Each course includes 15 hours of contact between student and instructor, 9 hours on-campus and 6 hours of off-campus "field experience". The evaluations consider the difference in style between a noneducator and a professional educator as well as the satisfaction of the students and instructors with the experience. As the number and variety of mini-courses offered increase, certain traditional academic offerings will be dropped so that after two years if the project is successful, sufficient tuition income will have been freed for support of the mini-course program.

The project is now beginning its second year. Practitioners have been found, and the courses are well-liked. The relationships between the regular faculty and adjunct faculty still need to be worked out.

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Winona State University
Winona, Minnesota

Adults are returning to higher education in increasing numbers. While access to higher education has improved for working adults, barriers still exist. For those living in rural areas, travel time remains a principal obstacle to pursuing studies. Other problems also impede the progress of adults seeking education: unnecessarily bureaucratic admissions and transfer requirements; limited access to teaching faculty; poor counseling by faculty members accustomed to dealing with younger students who have little or no work experience; and the demeaning experience of confronting a teacher who does not consider or respect the experience, knowledge and wisdom which a mature student brings to the classroom.

The External Studies Program of Winona State University is attacking these issues through its program for working adults. To eliminate the problem of geographical barriers, regional learning sites have been established. Faculty members and advisors visit the regional communities surrounding Winona in southeastern Minnesota on a weekly or bi-weekly basis. In addition audio and video cassettes radio, television and direct phone connections have been developed in an effort to overcome or reduce the isolation felt by many students who pursue studies largely on their own. A staff of mobile counselor-advisors has been assembled to provide personal contact and accurate information about the variety of learning experiences available to adults in the area, and to act as the student's advocate before the faculty and administration of the University. The advisors also work closely with students in the preparation of portfolios describing learning experiences and competencies acquired. These portfolios serve as the basic documentation for a presentation to the teaching faculty of each department who then certify and award formal credit.

Over the past year enrollments have grown by 50 percent in the External Studies Program, and as new regional centers are opened that rate of growth is expected to continue during the next year. In addition to opening Winona State University to the adults of the area, the program has stimulated the faculty and the institution as a whole to reconsider its roles for the future, and the variety of ways in which a State University can meet its responsibilities.

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University of Wisconsin
Board of Regents of the University
of Wisconsin Systems
Oshkosh, Wisconsin

As educational costs rise and competition in the employment market increases, the part-time learner becomes a more prominent figure in projects of the future for postsecondary education. Postsecondary institutions need to design ways to bring instruction to nontraditional learners at the times and in the places that suit their needs. The traditional system with its fixed schedules for courses and faculty consultation do not usually suit the schedules of the employed, part-time learner. Furthermore, residential campuses are often foreign and intimidating to adults who have been out of school. However, within the community a less threatening alternative exists--the public library. Libraries are beginning to expand the range and breadth of their services, and offer a logical partnership with institutions to service part-time learners. The University of Wisconsin, a public institution, and the Oshkosh Public Library are forming this natural liaison and propose to bring new educational programs to part-time learners.

The project, entitled the Public University, features one-credit undergraduate mini-courses that can be taken for credit or non-credit audit, each of which is a portion of a larger multi-credit course available through the regular undergraduate curriculum. These mini-courses are available in the library site through the use of slide-tape programs, cassette tape lectures, and print materials during all library hours. Seven curricula courses have been developed for the pilot which started in March 1975 and a minimum of 10 additional credits will be added to the project in each of the following two years. During the second year of the project, special curricular materials are being developed for distribution through the library's county bookmobile system. If enrollment expectations are realized, 2000-3000 student credit hours will be earned through the Public University in 1977-78.

The Public University is a model for extending postsecondary education to the part-time learner through the off-campus use of flexible time instruction and modern instructional technologies. It couples the academic program capabilities of the University with the learner accessibility of the Public Library to develop new dimensions in program quality and learner convenience. The cooperative model combines the unique resources of a public library and a regional university to extend educational opportunities to part-time learners at the learner's convenience.

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Women's Inner City Educational Resource Service Center (WINNERS)
Boston, Massachusetts

Many women from low-income minority backgrounds have nowhere to turn for assistance when they decide to return to school or want to get a job. The services available through traditional institutions often do not respond to the day-to-day problems of women who must often singularly raise a family and work at the same time. Furthermore, many of these women are reluctant to approach a system that has not served them well in the past. To address this problem, WINNERS was established in 1973 in central Boston to meet the needs of inner-city women who want new careers or decide to return to education. This community-based center staffed by urban women, sensitively serves the mature urban woman by acting as a vigorous and independent advocate to upgrade services to this population. A major goal of the project is to provide services at a low cost, and the Center is working to become self-supporting by 1976.

Educational planning and counseling are major emphases of the Center. Based on careful assessment of the goals, skills, and the family, financial and work situations of each client, opportunities for further education or training are explored. Specific institutions and programs are identified and assistance in the mechanics of application to the program is provided to clients by the Center staff. Subsequent to admission and enrollment, the Center offers counseling, skill development opportunities, and a forum for dealing with problems of survival and success in the institutions. WINNERS has developed an extensive resource capacity relative to educational, financial, and job opportunities for women in the Boston area. Expansion and updating of this information as well as advocacy efforts on behalf of its clients assure that the Center is in continual communication with institutions and community agencies.

Since 1973 WINNERS has served over 1000 women in the central Boston area, many of whom are now enrolled in postsecondary education. As an advocate for urban women, WINNERS has helped sensitize the institutions to the particular needs and strengths of these students and has worked with them in developing responsive procedures and programs. WINNERS is currently working with Boston State College to establish a training curriculum in business and general office skills for disadvantaged urban women. WINNERS has also gained recognition among the women of the area, various community agencies and institutions as a valuable effective agent for increasing educational and employment opportunities for women.

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Women's Institute of Alternative Psychotherapy
Denver, Colorado

The Women's Institute of Alternative Psychotherapy was formed to respond to several pressing problems in the field. The first concerns the non-responsive nature of psychotherapy services that women currently receive. Many therapists promote values of society and require all women, regardless of race, socio-economic role or personality type, to adjust to the traditional middle class feminine role. This practice ignores the different value systems among women of culturally different backgrounds. Doctoral training programs do little to correct this practice by sensitizing new therapists to women's needs and thus perpetuate the idea that all women fit a single stereotype model. The Institute also notes that the current route to licensing in the field--the Ph.D. or M.D.--involve programs that are costly and long, and alternative psychotherapy schools usually imitate the Ph.D. model. Thus, there is the dual problem that there is no graduate program which produces licensed therapists who are sensitive to the needs of women.

The Women's Institute has three main purposes: (1) to prepare future therapists; (2) to offer continuing education for practicing professionals; and (3) to enhance the growth of all persons at the Institute. The Institute itself is a model of the values it promotes, and is organized around a horizontal structure that allows students, staff, and faculty to participate equally in decision-making. All persons, regardless of degree attainment, are regarded as learners and have opportunities for self development.

The immediate goals of the project are to facilitate growth and self-actualization of women, to offer graduate training in feminist therapy, and to provide an opportunity and a place to work in a feminist system. A specific objective of the project is to set up a graduate school in alternative psychotherapy, capable of granting highly experientially-based graduated degrees that are recognized by the American Psychological Association and State licensing agencies. The Institute is developing masters and doctoral programs as well as continuing education for practicing professionals to increase their skills and sensitivity to those outside of the dominant system.

The long range intent of the Institute is to bring the unmet needs of women in society into focus; to develop a new awareness in the academic and therapeutic communities of the psychology of women, and to contribute to the evolution of a more integrated, non-judgmental understanding of the therapeutic process. The project offers a new educational model that is capable of training an increasing number of competent, sensitive therapists. And importantly, the project hopes to educate women and professionals as to the alternatives available to them.

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World College West
San Rafael, California

The past decade has witnessed the establishment of a number of "alternative" undergraduate colleges, created in part to implement ideas about education and learning which differ substantially from those incorporated in the more traditional undergraduate mode. Often, these new colleges emphasize experiential rather than classroom learning; independent rather than faculty-directed study; self-assessment as opposed to testing. In addition, a greater emphasis is often placed on the student's personal growth, and less emphasis on the acquisition of knowledge apart from the fulfillment of personal goals.

Little research and evaluation has been conducted, however, to determine the extent to which these alternative colleges actually make a difference--the extent to which they have different impacts and effects on the individual student. This project attempts to extend our knowledge in this area by assessing the impact of two such alternative colleges, World College West and New College, and to compare these outcomes with a similar student group in a more traditional institution, the University of California at Berkeley. Although test and survey data are included in this assessment project, it is also an example of "action research"; the investigators participate in the life of the colleges and seek to obtain evidence of student growth and change which often eludes more conventional studies. The results of this project will be disseminated widely to the field in a final report which will include both individual and institutional descriptive case studies, as well as data analysis.

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NATIONAL PROJECT I - "Better Information for Student Choice"

Making a choice about which postsecondary institution to attend is one of the most important decisions facing young people. While many factors influence the selection, no choices can be better than the quality of information on which they are based. The need to improve the nature of this information, and the form in which it is presented is especially compelling considering the diversity of interests represented by today's student and the number of colleges to select among; the high costs of going to college and the uncertainty of employment after graduation; and the competition among the institutions themselves for the student market.

Existing sources of information, running the gamut from college catalogues and information bulletins to commercially published reference guides, do not at present fulfill these increasing needs. The inquiring student can obtain reference guides which list institutions and provide admissions information--but little information for making comparative judgments. From any given institution, on request, a prospective student can obtain information on the history and setting of the institution, and courses offered for study--but little concerning the nature of the educational process inside the institutions, or the probable consequences of attending and graduating. Accrediting organizations and State agencies review the quality of educational institutions--but prospective students are not included in the constituency directly served by these reviews.

This year the Fund invited institutions and agencies that have worked on this problem to become part of a National Project to share the results of their efforts and to help establish standards for the rest of the educational community. From over 234 applicants, the Fund has selected 16 which are working cooperatively over 15 months beginning in September 1975 to improve the quality of information available to prospective students. In addition to individual project activities, they will participate as members of a National Task Force which will be directed by the Education Commission of the States.

Eleven of the institutions will develop prospectuses which will include such things as current regional and national information on the availability of jobs by career field; accurate educational cost projection; descriptions and explanations of student attrition and retention rates; types of students who are most productive at the institution; current student and faculty perceptions of the quality of the learning processes; student-faculty interactions; the environment of the institution as viewed by various student sub-cultures; and assessment by graduates of the relationship between their educational experience and job requirements. Four agencies were selected as Resource Agencies who, working with a group of postsecondary educational institutions, will seek to provide students with information which will help them compare institutions in terms of employability of graduates, costs, financial aid, availability of specific learning resources and the success and failure among current students.

Together, the institutions will try to answer the prospective student's question: "What is likely to happen to me if I enroll in this school?"

I. Demonstration Institutions

Barat College
Lake Forest, Illinois

The prospectus will describe the college in terms of 1) institutional outcomes; based on institutional self-study and measures of departmental efficiency and faculty productivity; 2) student outcomes, attrition and retention rates, reasons for dropouts and flunk outs, measures of cognitive and personal development among students, graduates, perceptions of the relation between their education and jobs; 3) educational processes, teaching styles, advising resources, peer culture descriptions, etc.

Project Director: Theodore J. Marchese
Director, Institutional Research
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Heald Colleges
San Francisco, California

An eight campus proprietary school offering A.A. and B.S. degrees plans to provide detailed regional employment forecasts including income and job availability data. The prospectus will also include a listing of the placement of all 1975 graduates which would include salaries and the names of employers.

Project Director: Sherwood Burgess
Project Director
Heald College
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Walnut Creek, California 94596

Macomb County Community College
Warren, Michigan

A large urban community college intends to provide regional employment forecast information, description of individual career fields and related educational programs, self-analysis (interests, abilities) procedures for prospective students, and a thorough analysis of the financial costs of education to the student.

Project Director: Karl Wagner
Dean, Student Services
14500 Twelve Mile Road
Warren, Michigan 48093
(313) 779-7205

Monroe Community College
Rochester, New York

A moderate-sized urban community college plans to develop a prospectus which will include the opinions and attitudes of current students and graduates on the quality of the faculty, faculty-student relationships, and academic programs. The prospectus will also include regional employment data on relevant career fields.

Project Direccor: R. Thomas Flynn
Vice President for Student Affairs
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Rochester, New York 14623
(716) 442-9950

Morris Brown College
Atlanta, Georgia

This member of the Atlanta University Center proposes to provide prospective students with information on perceptions of the college by current students and graduates, numbers and percentages of recent graduates admitted to graduate and professional schools, employability and typical career patterns of graduates, and current and projected costs of attendance at Morris Brown.

Project Director: Marie Metze
Director, Career Planning, Placement
and Cooperative Education
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(404) 525-7831 X31 or X36

Mountain Empire Community College
Big Stone Gap, Virginia

A small community college in the very rural S.W. corner of Virginia seeks to encourage residents to better utilize the education resources of the region so they can continue to stay in the area if they choose. The college's prospectus will include detailed regional information on available jobs, salary levels, career paths, and available educational opportunities in selected career areas.

Project Director: Bonnie Elosser
Director, Student Services
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Big Stone Gap, Virginia 24219
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National Radio Institute (NRI)
Washington, D.C.

A proprietary correspondence school plans to develop a prospectus which will include discussions of the advantages and disadvantages of correspondence study, the types of students who enroll at NRI, why students drop out, job opportunities and the probabilities of obtaining employment in the field for which the student is trained, and student reaction to NRI training. Information for the prospectus will be based upon a survey of 1,000 individuals in each of three categories; current students, graduates and dropouts.

Project Director: David Dasenbrock
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Portland State University
Portland, Oregon

Portland State will derive systematically a prospective student information needs taxonomy. This will be the basis upon which a prospectus to an education at Portland State is developed. Special attention will be given to information on attrition rates, student satisfaction, and employment and salary data on recent graduates. The prospectus will also include a directory which will in part relate career opportunities to educational programs.

Project Director: Mary K. Kinnick
Director
Office of Institutional Research
P.O. Box 751
Portland, Oregon 97207
(503) 229-3432

University of California (UC) Irvine
Irvine, California

The planned prospectus will include empirical information on careers U.C. Irvine graduates have pursued, the success/attrition rate, student satisfaction with various components of the university, the types of students who are more productive in the environment, faculty and student perceptions of their mutual interaction, and student participation in campus governance.

Project Director: John C. Hoy
Vice Chancellor, Student Affairs
Irvine, California 92664
(714) 833-5515

University of California (UCLA)
Los Angeles, California

The prospectus will describe this large complex institution to prospective students in terms of major subcultures within the University. The project will attempt to identify and describe meaningful subgroups within the University as a means of more accurately characterizing UCLA as it is perceived by current students from these various perspectives.

Project Director: C. Robert Pace
Professor of Higher Education
405 Hilgard Avenue
Los Angeles, California 90024
(213) 825-8331

University of Illinois
Urbana, Illinois

The planned prospectus will describe the major academic programs (e.g., engineering, agricultural, and social sciences) in terms of class sizes, faculty rank by level of coursework taught, ACE ratings of graduate departments, retention and attrition rates, job and graduate school placement, salary level of graduates, etc. It will also include information on the institution as a whole (e.g., teaching as criteria for faculty promotion, patterns of student life, student attitudes toward institution, etc.).

Project Director: Jane W. Loeb
Director of Admissions and Records
108 Administration Building
Urbana, Illinois 61801
(217) 333-2033

II. Resource Agencies

Associated Colleges of the Midwest (ACM)
Chicago, Illinois

ACM will develop and present comparable information regarding employability, earnings, and career patterns of graduates of the thirteen member colleges.

Project Director: Patricia Wishart
Director of Service Programs
Associated Colleges of the Midwest
60 West Walton Street
Chicago, Illinois 60610
(312) 664-9580

College Entrance Examination Board (CEEB)
New York, New York

CEEB will establish a method for classifying and presenting comparable information on educational costs and financial aid for prospective students based upon data from a diverse cross-section of postsecondary educational institutions.

Project Director: James Nelson
Vice President
Student Assistance Services
College Entrance Examination Board
889 Seventh Avenue
New York, New York 10019
(212) 582-6210

Syracuse University
Syracuse, New York

Syracuse will develop and present comparable information regarding opportunities for individualized learning and the availability of career planning services at ten representative institutions.

Project Director: Joan S. Stark, Chairman
Department of Higher/Postsecondary Education
Syracuse University
Syracuse, New York 13210
(315) 423-4761

Western Interstate Commission on Higher Education (WICHE)
Boulder, Colorado

WICHE will work with five institutions to convert planning and management information into forms useful to prospective students.

Project Director: Oscar Lenning
Senior Staff Associate
National Center for Higher Education Management
Systems at Western Interstate Commission
on Higher Education
P.O. Drawer P
Boulder, Colorado 80302
(303) 449-3333

III. Task Force Coordinator

Education Commission of the States
Denver, Colorado

In addition to facilitating effective collaboration among Task Force members, the Coordinator will direct the dissemination efforts of the Task Force.

Project Director: Robert F. Corcoran
Associate Director
Higher Education Services
Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203
(303) 893-5200

NATIONAL PROJECT II- "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students"

During the 1960's, two deliberate social policies brought new postsecondary educational opportunities to millions of high school graduates: (1) cost barriers were reduced by an increase in financial assistance available to students; and (2) many institutions reduced selective admissions requirements by either lowering or abandoning requirements for high academic performance in high school and on standardized achievement tests. As a result, the generation now beginning their postsecondary education includes a significant number of students who lack abilities assumed for college students in the past. Typically, they lack the confidence as well as the skills essential for advanced academic work. The pattern for many of these students has been one of a revolving door: they enter college and leave within the year, without fulfilling their educational goals.

A number of institutions have responded to this challenge by initiating new programs or adapting their basic processes of teaching in order to create conditions for effective learning for a diverse range of postsecondary students.

From nearly 225 applicants, the Fund has selected 10 institutions which showed convincing evidence of an effective response to the needs of low-achieving students. Over the 15 months beginning in July 1975, these institutions are collaborating with the goal of identifying the most successful components of their approaches and disseminating findings on what works for particular students in various settings to other practitioners.

The Associates of National Project II are holding a series of five meetings and a concluding invitational conference. Activities include information sharing, self-evaluation on the part of each Associate, generating written descriptions of the salient characteristics and indices of success of the programs, and facilitating a national dialogue on critical issues regarding effective learning for low-achieving students.

The Associates are being guided and supported in their activities by the Fund staff, by an Advisory Panel of individuals knowledgeable in the problem area, and by the logistical and technical resources of Bronx Community College which was selected competitively from among the ten Associates for the role of Resource Institution.

It is anticipated that as a result of this collaboration, significant information will be available to practitioners and policymakers throughout the Nation regarding what is necessary for effective learning for low-achieving students and how it is achieved for various students in different settings. In addition to disseminating this information, the collaboration serves as a national forum for dialogue and action relating to critical issues faced by institutions committed to serving an increasingly diverse population of postsecondary students.

Following is a brief description of each of the Associates' programmatic response to its low-achieving students. The Associates represent a broad cross section of postsecondary institutions, geographical regions, types of students served and types of Educational activities offered. Selection of the Associates was based on the evidence presented to indicate the success of their programs, their plans for self-evaluation, and the potential significance of their efforts for other institutions throughout the Nation.

Bronx Community College
Bronx, New York

Since the advent of Open Admissions in the City University of New York five years ago, Bronx Community College has received the highest percentage of students with high school averages below 70 percent of all CUNY two-year colleges. The response of the College has been to mount a multi-faceted financial aid, counseling and diagnostic testing and remediation program. Students received intensive counseling, special tutorials, computer assisted instruction, team-taught interdisciplinary core courses, and self-paced learning modules and also participate in intensive faculty/student workshops.

In addition to its participation as an Associate, Bronx serves as the Resource Institution for the collaboration. Selected competitively from among the Associates, Bronx is planning and coordinating five two-day meetings of the Associates and a concluding invitational conference, acting as fiscal agent for the participation of the Advisory Panel (selected in consultation with the Fund and the other Associates), facilitating dissemination activities, providing necessary technical assistance, and taking responsibilities for the preparation and dissemination of the final report of the collaboration.

Project Director: Richard A. Donovan
Associate Dean for Educational Development
Bronx Community College
181st Street & University Avenue
Bronx, New York 10453
(212) 367-7300 X476

California State University/Fullerton
Educational Opportunity Program
Fullerton, California

The Educational Opportunity Program at California State University/Fullerton is a comprehensive program offering services and activities which include: recruitment and admission assistance; orientation; academic, personal, career, re-entrance and graduate studies counseling; curriculum development in reading, English communications and math; and a Learning Assistance Center providing tutoring, learning skills development, supplementary instruction and referral to catalogued resources.

Project Director: Arturo Franco
Associate Dean of Students
California State University/Fullerton
800 North State College Boulevard
Fullerton, California 92634
(714) 870-2884

University of Florida
Personalized Learning Center
Gainesville, Florida

The Personalized Learning Center at the University of Florida, implementing a technology of instruction, Precision Teaching, provides a highly developed method of assessment of student achievement and feedback which supports traditional coursework and instruction. The Center works in partnership with the faculty, providing flexible and non-punitive grading methods, a student-paced mastery based assessment system, one-to-one personal contact for students with Peer Advisors, tutoring on demand, and a complete computer-managed feedback system. The management system provides continuous evaluation on an individual basis which is made available to the student, his/her Peer Advisor, tutor and instructor.

Project Director: Bob Burton Brown
Dean, University College
353 Little Hall
Gainesville, Florida 32611
(904) 392-1416

Institute for Services to Education
Thirteen College Curriculum Program (TCCP)
Washington, D.C.

The Institute for Services to Education, a non-profit organization, has worked with predominently Black colleges in the South to develop and implement new curricular materials for the entire freshman year of college in the areas of English, mathematics, social science, physical science and biology as well as two sophomore year courses in humanities and philosophy. The program is designed to reduce the attrition rate of entering freshmen through creative curricular materials, new teaching styles, and by changing blocks of courses rather than by developing single courses.

Project Director: Gerald L. Durley
Institute for Services to Education
2001 S. Street, N.W.
Washington, D.C. 20009
(202) 232-9000

Malcolm-King: Harlem College Extension
New YorkCity, New York

Malcolm-King is the product of concerned residents of Harlem and three colleges in the New York area (Marymount Manhattan College, the College of Mt. St. Vincent and Fordham University). It is a cooperative educational approach to the needs of working adults from poverty-level environments and offers a combination of special programs and services designed to provide necessary supportive services so that students can cope effectively with college-level courses. Personal, academic and career counseling; a Study Skills Center; developmental classes in English; tutoring; and a Human Relations course designed to improve interpersonal skills and develop leadership potential are among Malcolm-King's offerings.

with college-level courses. Personal, academic and career counseling; a Study Skills Center; developmental classes in English; tutoring; and a Human Relations course designed to improve interpersonal skills and develop leadership potential are among Malcolm-King's offerings.

Project Director: Mattie Cook
Administrative Director
103 East 125th Street
New York, New York 10035
(212) 427-3330

Marquette University
Educational Opportunity Program
Milwaukee, Wisconsin

The Educational Opportunity Program at Marquette provides comprehensive support services which include recruitment; full financial aid guaranteed to each student for ten semesters; academic, personal, career and post baccalaureate counseling; and a network of academic services. The latter feactures a six-week precollege summer program, tutoring, support seminars, reading and study skills instruction, individualized instruction in composition, developmental mathematics course, and a mathematics library.

Project Director: Donald E. Mackenzie, Jr.
Associate Director for Research and Evaluation
Educational Opportunity Program
Marquette University
1217 West Wisconsin Avenue
Milwaukee, Wisconsin 53233
(414) 224-7593

Oscar Rose Junior College
Special Upward Bound Program for Veterans
Midwest City, Oklahoma

The Special Upward Bound Program for Veterans at Oscar Rose Junior offers a complement of academic and support services which include recruitment; orientation; academic and personal counseling; study skills development; tutoring; and classes in composition, mathematics, developmental reading and psychology. A "vertical team" approach is used in the program, whereby the instructors of each class work in concert so that each is aware of the other's efforts, and activities can be interrelated.

Project Director: Paul Evans
Director, Office of Veterans Affairs
Oscar Rose Junior college
6420 Southeast Fifteenth Street
Midwest City, Oklahoma 73110
(425) 737-6611

St. Edward's University
College Assistance Migrant Program
Austin, Texas

The College Assistance Migrant Program (CAMP) at St. Edward's provides compensatory skills training, tutoring and counseling services to freshmen students from low-income migrant and seasonal farmeworker families. In order to address the total needs of the student, the program features recruitment, a two-week summer program; a financial aids package for each student; academic, personal, and career awareness counseling; tutoring; a student facilitator program in which upperclassmen (including former CAMP students) provide assistance to CAMP students; and a summer job placement effort.

Project Director: F. Eugene Binder
Deputy Director, Student Life
St. Edward's University
3001 South Congress Avenue
Austin, Texas 78704
(512) 444-2621 X217

Southeastern Community College
Resources for Student Learning Program (RSL)
Whiteville, North Carolina

The Resources for Student Learning Program at Southeastern provides an integrated counseling and academic experience which includes an alternative freshman curriculum which fulfills basic requirements in communications, psychology and biology. The faculty serve in the dual capacity of instructor/counselors and students' programs of study are individualized. RSL employs self-paced learning modules, experiential learning and interdisciplinary core experiences.

Project Director: Winnie Cook
Director, Resources for Student Learning Program
Southeastern Community College
P.O. Box 151
Whiteville, North Carolina 28472
(919) 642-7580

Staten Island Community College
The People Center
Staten Island, New York

The People Center-Open Admissions Counseling Center at Staten Island Community College is an alternative counseling model which incorporates ggressive, intensified counseling consisting of a low student/counselor ratio; counselor accountability for the academic development of the student; structured counselor/student interactions; and monthly evaluations of counselor performance.

Project Director: Abraham I. Habenstreit
Joseph P. Hannam
Staten Island Community College
715 Ocean Terrace
Staten Island, New York 10301
(212) 390-7711

NATIONAL PROJECT III: "Elevating the Importance of Teaching"

As access to postsecondary education has improved, the need for new and better ways to teach has grown. Students with backgrounds, intellectual attitudes and learning habits which differ in significant ways from the students of the 60's, will continue to be an increasing proportion of the enrollments in the 70's and 80's.

If these students are to obtain the knowledge, skills and abilities promised in the catalogues of most institutions, the quality of instruction and the variety of learning approaches available must be increased. A wide range of new educational technologies is now available. Computers, audio-visual, programmed and self-paced instruction have all demonstrated their usefulness. Monitoring tutoring and personal counselling have been effective with certain students. But these approaches to improving learning must be developed and implemented by faculty.

Institutions, faced with limited or no growth, must at the same time increase the quality of their services to the new and different clienteles and increase the efficiency of their operations. These two pressures are met in the issues of teaching the students to learn more and at the same time increasing the output of the faculty--measured in quality as well as quantity.

A significant number of institutions across the country have responded to these problems by initiating programs and activities designed to enhance the quality of teaching. The Associate Institutions of National Project III were selected for the quality and general applicability of their programs to elevate the importance of teaching. The eleven Associate institutions represent a range of institutional types, but all share a demonstrated commitment to and effective practice in the improvement of the quality of post-secondary teaching. The Associates are charged with refining the effective practices they now employ and providing clear and useful guidelines to other institutions and agencies interested in improving teaching and elevating its importance. Over a period of two years, Associates are collaborating in plans for the assessment, evaluation and dissemination of what are deemed to be the most promising strategies for elevating the importance of teaching. Among the strategies being considered are evaluation of teaching by students, peers and others; the establishment of Centers to support teaching; teaching awards and merit pay increases; and personal growth and teaching effectiveness contracts.

Coordination, support and guidance for the project is provided by the Resource Institution, also an Associate Institution, and by the staff of the Fund. Special consultants and individuals from exemplary programs are called upon from time to time, as needed, in the deliberations of the Associates.

The product of the collaborative effort will be a series of publications addressing the most compelling approaches to elevating the importance of teaching. In addition a summary conference for practitioners and policy makers will be held to examine the information and recommendations of the Associates.

The following brief descriptions present the individual institutional responses to the problems of elevating the importance of teaching. The variety of responses to the common issue illustrates the diversity and distinctiveness of the institution involved as well as the different incentives presently operating within the institutions.

The University of Michigan
Center for Research on Learning and Teaching
Ann Arbor, Michigan

Initiated in 1962 with a direct commitment of University funds, the Center has provided consulting services of a high quality to teaching faculty of the University. The Memo to the Faculty published by the Center has achieved an audience well beyond the University itself and has brought the services of the Center to a broad range of institutions within and beyond Michigan. In addition to keeping faculty abreast of current developments in teaching and learning, the Center has effectively involved selected faculty in the design and production of curricular materials and the refinement of teaching techniques and approaches.

As Resource Institution the Center will coordinate activities of the Associates, provide technical assistance to the project through consultants and staff and publish the results of the collaboration.

Project Director: Stanford Ericksen
Senior Research Scientist
Center for Research on Learning and Teaching
University of Michigan
109 East Madison Street
Ann Arbor, Michigan 48104
(313) 764-0505

Ball State University
Mincie, Indiana

A comprehensive program of incentives and rewards has been developed at Ball State University. At the center of the program is a faculty and course evaluation service coupled with diagnostic reports and teaching improvement opportunities. Creative teaching grants provide time and financial support for individual faculty who wish to develop innovative teaching approaches or materials. Other supporting programs include the faculty lecture series. Outstanding Teacher Awards, Faculty Monograph series, special leave programs and support for travel and attendance at conferences and seminars dealing with improving teaching are also available.

Project Director: Jerry J. Nisbet
Coordinator, Office of University Evaluations
Ball State University
2000 University Avenue
Muncie, Indiana 47306
(317) 285-7956

Bucknell University
Lewisburg, Pennsylvania

The recently revised Faculty Handbook of the University noted, "Teaching is the principal activity in which the faculty and the university is engaged." To translate this statement into its programmatic implications, criteria of evaluation for teaching have been developed for each department. These criteria are applied for decisions on tenure and promotion. A variety of resources are available to faculty to develop new course materials and to perfect new teaching learning practices. Presidental Professorships have been established to provide time and resources to an outstanding teacher to define the problems of teaching and support others in improving their teaching. Bucknell is particularly interested in assisting each faculty member to discover the teaching style in which he can most effectively stimulate learning among the students he serves.

Project Director: Wendell I. Smith
Provost
Bucknell University
Lewisburg, Pennsylvania 17837
(717) 524-1140

Burlington County College
Pemberton, New Jersey

The systems approach to instruction, an increasingly popular technique, has been applied with success at Burlington County College. To assure its effective implementation a pre-service staff development program is provided to all new faculty members. In addition all staff are supported by an Instructional Development Center which assists teachers in problems of instructional design, assessment and measurement, and evaluation. The College also offers a unique Faculty Load Formula which rewards efficiency and effective instruction, rather than merely counting contact hours.

Project Director: Lee L. Schroeder
Supervisor of Testing and Evaluation
Burlington County College
Pemberton, New Jersey 08068
(609) 894-9311

Earlham College
Richmond, Indiana

Concern for the quality of teaching at Earlham has been implemented in a variety of ways. Curricular innovation has always been vigorously encouraged. A Teaching and Learning Committee was established in 1965 to coordinate efforts at improving the quality of instruction. A faculty development fund, set up in 1968, now allocates $60,000 yearly to foster professional development and increase the effectiveness of teaching. An "internal foundation" (since 1970) disburses institutional funds for educational innovation. A senior faculty member has been appointed to serve half-time as a Consultant on Teaching and Learning. A process for evaluation of faculty has been devised which incorporates evaluation by students, colleagues, the department and the teacher himself. This procedure is now being extended to cover tenured faculty. The effectiveness of faculty evaluation procedures is currently being assessed. There will also be evaluations of the use of professional development funds and the work of the Consultant on Teaching and Learning.

Project Director: Gerald R. Bakker
Professor of Chemistry
Earlham College
National Road West
Richmond, Indiana 47374
(317) 962-6561

Kansas State University
Manhattan, Kansas

A systematic and comprehensive instrument for student evaluation of teaching has been developed and implemented through the Office of Instructional Improvement at Kansas State University. Repeated experiments have validated the instrument. In addition, consultant assistance is provided to teachers who select it, and has resulted in substantial improvement in teaching effectiveness. The grant is being used to examine explicitly the strengths and weaknesses of several components of the system, the types of teaching or courses for which the instruments are poorly suited, and reasons for acceptance and resistance of the system. The entire program is being expanded and distributed to a variety of institutions through a grant from the Kellogg Foundation.

Project Director: Richard E. Owens
Professor, Office of Educational Resources
Fairchild Hall
Kansas State University
Manhattan, Kansas 66506
(913) 532-5712

University of Illinois
Urbana, Illinois

The Office of Instructional Resources was created by the University in 1964 to enhance the importance of teaching. Recently, the University has also developed a Council on Program Evaluation to assess departments on a systematic and on-going basis. The University has instituted the requirement that promotion to tenure depends partly on an evaluation of teaching, including a required student evaluation. A Program Evaluation Survey has been developed for students to evaluate their academic experience within their departmental majors. Full-time summer pay and other cash awards have been given to selected faculty for the improvement of teaching. The major thrusts of the project are (1) to refine the Program Evaluation Survey both psychometrically and in terms of the acceptability and usefulness to faculty, administrators, and others with evaluation responsibilities, and students; and (2) to develop departmental faculty-based methods of faculty evaluation.

Project Director: Charles J. McIntyre
Director, Office of Instructional Resources
University of Illinois
205 South Goodwin
Urbana, Illinois 61801
(217) 333-3370

SUNY College
Oswego, New York

For a number of semesters, extensive data has been collected on teaching effectiveness in SUNY College at Oswego's psychology department. This has been part of a fairly elaborate semi-contractual system of faculty evaluation. Under this system, criteria for retention and promotion are clearly spelled out and weighted; teaching effectiveness has the highest priority. Faculty members may use a departmental survey instrument, classroom visits, enrollment figures and other proofs to demonstrate that they are fulfilling their agreed-on obligations. Data analyzed on the computer has shown an unexpected correlation between teaching effectiveness and theoretical orientation, and a high predictability of effectiveness. Development is now being stressed as much as effectiveness, and other departments are involved. Various techniques will be introduced to increase the effectiveness of teaching.

Project Director: David J. King
Chairman, Department of Psychology
SUNY College at Oswego
Oswego, New York 13126
(315) 341-4013

State University of New York
Albany, New York

Since 1971 the central administration of the State University of New York has sponsored and supported three programs for the improvement of teaching. Faculty grants have been awarded specifically for the improvement of instruction. A Chancellor's Award for Excellence in Teaching is given, and prestigious Distinguished Teaching Professorships have been established. These awards are made through a Central Awards Committee representing the whole SUNY system. Any faculty member can apply for stipends, for any purpose related to the direct improvement of undergraduate instruction. Chancellor's Award and the Distinguished Professorships depend on nominations. After three full year cycles, the program is being evaluated on three levels: that of the individual instructor, of his home campus, and of the whole University system.

Project Director: Norbert H. Nathanson
Director of Instructional Development
State University of New York
99 Washington Avenue
Albany, New York, 12210
(518) 474-1781

Purdue University
West Lafayette, Indiana

At Purdue there is a three year old computer based, diagnostic system of course and instructor evaluation called CAFETERIA. It allows instructors to select diagnostic rating items from an extensive item catalog. Instructors then receive and administer questionnaires composed of the selected items, and finally receive a detailed and confidential report based on their students' responses. The flexible system permits adaptation to special instructional conditions and focusing on special or suspected problems. The service has been adopted at regional campuses, at several independent colleges in Indiana, and at nearly 20 other universities. The system is being analyzed and refined to relate it better to other instructional improvement programs on campus and at the other cooperating institutions.

Projector Director: Warren F. Seibert
Director, Office of Instructional Services
Purdue University
ENAD, Room 402
West Lafayette, Indiana 47907
(317) 749-2207

Ohio Wesleyan University
Delaware, Ohio

In recent years Ohio Wesleyan has refined a faculty reward system that places its greatest emphasis on effective teaching. The college has introduced a series of activities that provide incentives to elevate and improve teaching. A Faculty Personnel Committee conducts the review and reward process. A Committee on Teaching and Learning (faculty, students and administration) has channelled significant external funds into programs to spread awareness of changes in college teaching, to conduct workshops for faculty, to enhance the quality of instructional technology and pedagogical experiments on campus, to improve the student ratings system, and to enhance the quality of opportunities for exchange of information on the teaching process. These efforts have now been institutionalized by the creation of an office of Instructional Development, by participation in a consortium program of faculty development, and by experimenting with new indices of teaching effectiveness. The personnel Committee is creating a more sophisticated and detailed faculty peer evaluation procedure. The Teaching and Learning Committee is encouraging collegial analysis and development of teaching through a special application of Purdue's CAFETERIA system of student ratings. A major new emphasis is Ohio Wesleyan's inquiry into faculty perceptions of the evaluation and reward system.

Project Director: Stephen C. Scholl
Director of Instructional Development
Ohio Wesleyan University
Delaware, Ohio 43015
(614) 369-4431 X262

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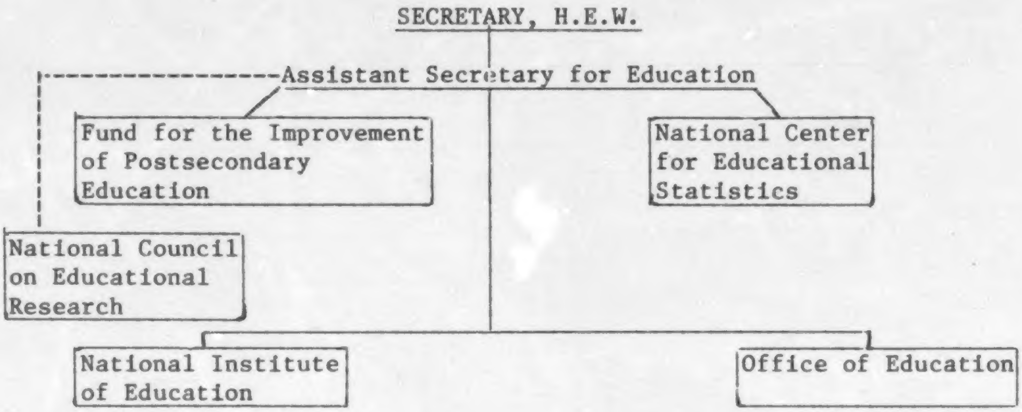
EDUCATION DIVISION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